

EALING MUSIC THERAPY PROJECT

England & Wales · Charity number 801405

Details

Other names E M T P, EMTP

Status Registered

Legal form Other

Registered 1989-06-15

Register [View on the Charity Commission register](#)

Contact

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Activities

Objects: THE OBJECT OF THE CHARITY IS THE RELIEF OF CHILDREN WITH SPECIAL NEEDS OR ANY DISABILITY BY THE ESTABLISHMENT AND RUNNING OF A MUSIC THERAPY PROJECT WITHIN THE BOROUGH OF EALING.

Activities: EMTP provides music therapy to children in Ealing with disabilities or any kind of special need

Classification

- **How:** Provides Services
- **What:** Education/training, Disability
- **Who:** Children/young People, People With Disabilities

Geography

- **Area of benefit:** EALING LB
- Ealing

Finances

Period end	Income	Expenditure	Assets	Employees
2025-03-31	£107,637	£100,660	-	-
2024-03-31	£109,105	£87,092	-	-
2023-03-31	£89,742	£70,783	-	-
2022-03-31	£69,221	£66,712	-	-
2021-03-31	£55,201	£53,036	-	-

Trustees

Name	Role	Appointed
Dr SANTOSH SHARMA	Chair	2001-03-12
Cidalia Mendes		2022-10-20
Colin Lenton-Smith		2019-05-01
Kirstie Ferrett		2025-05-23
Lydia Howarth		2025-05-23
Rachael Nolan		2022-10-20
Saz Vora		2022-07-29

EALING MUSIC THERAPY PROJECT

England & Wales - Charity number 801405

Accounts

EALING MUSIC THERAPY



ealing
music
therapy

ANNUAL REPORT
2024-2025



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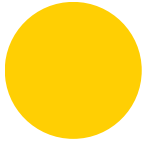
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About us

We are Ealing Music Therapy, a charity that has been dedicated to providing life-changing Music Therapy to children and young people with additional needs for over 35 years.

Music Therapy is a widely-recognised clinical intervention which uses music, musical interactions and play to improve the lives of children with a range of different diagnoses, challenges and needs.



Music therapy can help children and young people develop their social and communication skills, improve awareness and attention, support emotional regulation and wellbeing, build confidence and self-esteem, manage behaviours that challenge and express difficult emotions in a safe, therapeutic environment.

This year we supported 98 children and young people in five schools and through our community Saturday Music Therapy Service.



Members of our Therapy Team and Trustees at our Summer Strategy Workshop (above).



Santosh Bhanot, our Chairperson, with Saturday Music Therapy Service Team members Robert Simonis (Music Therapist) and Rebecca Gleave (Music Therapy Assistant) on opening day (above).

Our Music Therapists are fully-qualified, DBS checked and registered with The Health and Care Professions Council (HCPC).

Our Therapy Team



Gemma Lenton-Smith
Clinical Lead &
Operations Manager



Omer Plotniarz
Music Therapist



Robert Simonis
Music Therapist

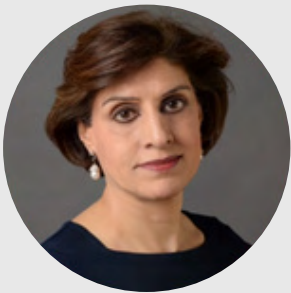


Lauren Brant
Music Therapist



Rebecca Gleave
Music Therapy Assistant

Our Trustees



Santosh Bhanot
Chairperson



Colin Lenton-Smith
Hon Secretary
& Treasurer



Saz Vora
Safeguarding Officer
& Communications



Cidalia Mendes
Trustee



Rachael Nolan
Trustee



Kirstie Ferrett
Trustee



Lydia Howarth
Trustee

Chairperson's Report

It has been a fantastic year of growth and development for Ealing Music Therapy. We have strengthened every part of the organisation - from our Board of Trustees and Therapist Team to the successful introduction of our new Saturday Music Therapy Service in Ealing Broadway.

Launched in April, our Saturday Service has been a great success with all therapy places filled, demonstrating the strong need for community-based provision. We are now appealing for funding to expand the service so that we can support the children and young people on our waiting list and meet increasing demand.



Santosh Bhanot, PhD, FRSA
Chairperson

This year has further shown how essential Music Therapy is for children and young people across Ealing, particularly those with additional needs. **With 15–20% of UK children estimated to be Neurodivergent, and a 12% annual rise in Autism locally, early and creative therapeutic support is more important than ever.**

Progress towards our long-term vision

In line with the Sustainable Development Goals (UN 2030) - ensuring equal access to education for children in vulnerable situations - we are working towards **our vision of supporting 1,000 children and young people annually**, based on Ealing Council's *Report on Progress of Children with SEN* (2025).

This year we strengthened our operational capacity, deepened partnerships and increased visibility with families, schools and health networks. Our Summer Strategy Workshop helped refine our long-term direction, with a focus on independence, sustainability and strategic growth, and is shaping our priorities for the year ahead.

Expanding services and new milestones

The launch of our Saturday Service has been one of our biggest achievements. It offers families access to Music Therapy outside school environments, and demand has exceeded capacity from the outset.

We have also continued to build strong partnerships with our long-standing schools - Mandeville, Belvue, St Ann's and Springhallow - and were delighted to welcome back Castlebar School.

Feedback across all settings remains outstanding, with one Assistant Headteacher noting that group Music Therapy helps pupils: "*find their voice, develop their communication skills and grow in confidence.*" However, rising school budget pressures remain a challenge, with Selborne School unable to continue funding sessions this year, reinforcing our commitment to developing a sustainable funding model.

Our call to action – growing need, growing opportunity

With diagnoses of Autism and ADHD rising rapidly, especially in the early years, we are seeking sustained investment to expand the Saturday Service, grow our therapy capacity and strengthen operations, **ensuring that no child in need of Music Therapy is ever placed on a waiting list.**



Our Team - dedicated, skilled and growing

Our progress is driven by our exceptional team. Gemma Lenton-Smith has shown outstanding clinical leadership and expanded her remit as Operations Manager, guiding the development of the Saturday Service. Omer Plotniarz, Robert Simonis and Lauren Brant continue to deliver high-quality, child-centred therapy. Rebecca Gleave, our Music Therapy Assistant, created our first animated Music Therapy awareness video, now used widely across GP networks, community events and outreach.

Our Trustees - leadership and fresh energy

My heartfelt thanks go to our Trustees. Colin Lenton-Smith, Treasurer and Hon. Secretary, continues to lead on finance, governance and strategic growth; Saz Vora provides valuable communications and marketing insight; and Rachael Nolan supports us with her diligent governance work. We also welcome the SEN experience brought by Trustee Cidalia Mendes.

We extend our gratitude to outgoing Trustee Walid El-Yafi and are delighted to welcome two new Trustees, Kirstie Ferrett and Lydia Howarth, whose experience as parents of children who have experienced Music Therapy will be valuable, as we enter our next stage of development.

Thank you

We remain deeply grateful to our key funders, including John Lyon's Trust, Pathway and The Co-op. Our thanks also goes to Bhanot & Co Chartered Accountants, Young Ealing Foundation and Marketing Consultant Harsh Taneja, whose support and guidance have been invaluable.

Thank you for standing with Ealing Music Therapy and supporting the wellbeing of our children and young people, helping them build the foundations for brighter futures.

Impact

“My 7 year old daughter absolutely loves attending her Saturday Music Therapy sessions in Ealing. She leaves every session visibly happier and calmer.”

-Parent accessing our Saturday Service

1,528

Therapy sessions delivered.

98

Children and young people benefitted.

5 + 1

5 schools supported and 1 Community Music Therapy Service set up.

New projects

Details

Outcome

Saturday Music Therapy Service

New service for children and young people who cannot access therapy in school

- **75 Music Therapy sessions** provided
- **6 children** supported
- **Expansion planning** in progress

Community Outreach

Music Therapy Groups for Ealing community and education for Ealing GPs

- **2 Music Therapy workshops** delivered for children at the Viking Centre, connecting with hard-to-reach communities in Northolt
- **1 training session for GPs**, highlighting opportunities to refer families to Music Therapy services

Therapists' Report

Belvue High School

Belvue High School provides specialist education for secondary-aged pupils with a range of learning difficulties and associated communication, behavioural, sensory and physical needs.

Referrals were made to address key developmental and emotional areas, including:

- Emotional wellbeing
- Self-expression and creativity
- Confidence building
- Emotional awareness
- Social skills
- Relationship development

Therapy was delivered in a safe, consistent, and supportive environment, tailored to meet individual needs and promote personal growth through music.



Developing Therapeutic Practice: Supporting Trainees

In addition to direct clinical work, I supervised a first-year Music Therapy Trainee from Anglia Ruskin University. This included co-facilitating a group and overseeing the trainee's work with an individual student.

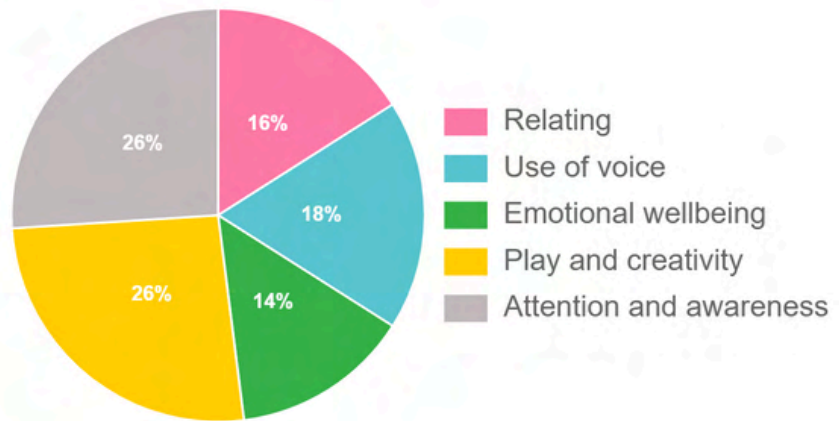
The process was mutually enriching - enhancing my own reflective practice while supporting the Trainee's development of clinical skills and confidence. It also fostered collaborative learning and strengthened Belvue's role as a training-supportive environment for the next generation of Music Therapists.

Belvue High School - Music Therapy Outcomes Star results

Results show the proportion of positive change seen in each of the areas of development measured for children and young people who accessed our Music Therapy Service in school this academic year.

Key:

- **Relating:** how a child relates to other people
- **Use of voice:** expressing themselves using their voice through sounds and/or words
- **Emotional wellbeing:** being at ease and expressing their emotions
- **Play and creativity:** developing play and creativity skills with another person
- **Attention and awareness:** being able to focus on an activity



Areas of Impact: The Music Therapy Star

The Music Therapy Star tool was used to track progress across several key developmental domains. The most significant areas of improvement this year were attention and awareness, and play and creativity.

These gains appear closely linked to students' increased feelings of safety, trust and confidence within the therapeutic relationship. As students became more settled and secure, they engaged more openly, allowing for deeper emotional and creative exploration. These outcomes are a strong indicator of the effectiveness of Music Therapy in supporting holistic development.

Case Study: Emma's Story

Emma is a student with a diagnosis of Autism who experiences high levels of anxiety and limited peer interaction. She was referred to music therapy to:

- Reduce anxiety
- Promote self-expression
- Develop social interaction skills through creative engagement

At the beginning of therapy, Emma found it difficult to participate. She would sit silently, cover her ears, and vocalise softly- coping strategies she uses when feeling overwhelmed.

Instead of encouraging active participation immediately, I adopted a gentle, non-intrusive approach, playing quiet, familiar melodies on the guitar while simply sitting beside her. Gradually, Emma began to respond. A breakthrough occurred when she removed her hands from her ears during a familiar song - marking the beginning of trust in our therapeutic relationship.

As sessions continued, Emma's confidence grew. She began to explore instruments such as the guitar and piano, and moved from free improvisation to structured musical interactions that involved turn-taking and shared attention.

This progress also extended beyond therapy sessions. According to her class teacher, Emma:

- Appeared less anxious and more emotionally regulated
- Participated more confidently in after-school music activities
- Began connecting more meaningfully with peers

Emma's teacher's feedback:

"Since starting Music Therapy, Emma seems less anxious and stressed. She's more confident joining in with musical activities, which has helped her feel calmer, engage better in class and connect more with other students."

This year's Music Therapy programme at Belvue High School has had a significant positive impact on students' emotional wellbeing, creative expression and social development. The strong collaboration with school staff, alongside opportunities for trainee development, continues to enrich the provision.

We extend our sincere thanks to Belvue High School for its ongoing support and recognition of the value Music Therapy brings to the school community. We look forward to continuing our work in the upcoming academic year.

Omer Plotniarz
Music Therapist

Castlebar School

Castlebar School is a specialist local authority primary school that supports children with mild to moderate learning difficulties.



Two children had Music Therapy explicitly outlined in their Education, Health and Care Plans (EHCPs), and the service at Castlebar was provided to meet this statutory requirement. In addition, three further pupils accessed Music Therapy as part of the broader half-day provision.

Support for pupils with EHCPs

One child participated in group music therapy sessions, focusing on enhancing their social interaction and communication skills, and supporting the development of peer relationships. The second child received individual music therapy, with goals centred around improving communication, attention, awareness, and emotional regulation.

Support for other pupils

The three additional children engaged in Music Therapy to support a range of developmental needs, including emotional wellbeing and regulation, engagement and attention, encouragement of play, development of social and communication skills and the building of positive peer relationships.

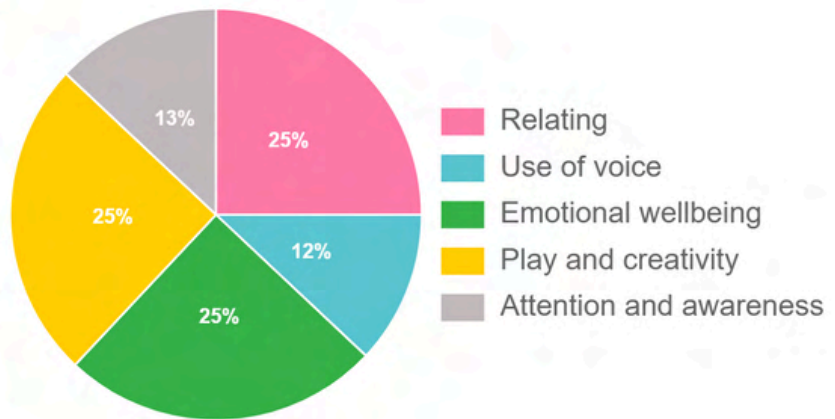


Castlebar School - Music Therapy Outcomes Star results

Results show the proportion of positive change seen in each of the areas of development measured for children and young people who accessed our Music Therapy Service in school this academic year.

Key:

- **Relating:** how a child relates to other people
- **Use of voice:** expressing themselves using their voice through sounds and/or words
- **Emotional wellbeing:** being at ease and expressing their emotions
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- **Attention and awareness:** being able to focus on an activity



The pupils at Castlebar showed the most progress in developing their play, creativity, relating skills, and emotional well-being this academic year. This is particularly important for the children at Castlebar, as music therapy can help them build relationships, enhancing flexible thinking, and improve social understanding, while also offering an environment that supports their emotional regulation.

Teaching Assistant feedback from Music Therapy group:

“One pupil improved his communication and social skills. He also engaged with the songs by singing along and remembering the lyrics. His requesting skills have become clearer, and he practised speaking at a slower pace so his friends could understand him better.

The second pupil improved his communication and social skills. He showed better understanding of turn-taking and was more willing to share instruments with his friends. He also tolerated situations better when his requests were not met.

The third pupil improved his communication and social skills during music therapy. He adapted to working with peers by patiently waiting for his turn and listening to adults’ instructions.”

Thank you

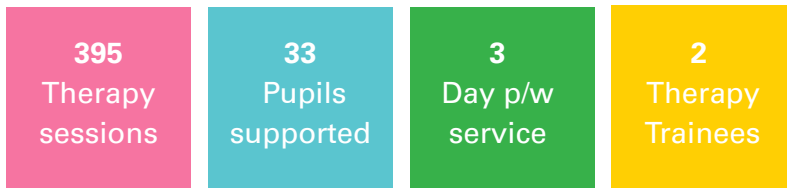
Thank you to Castlebar for their support of music therapy at the school and their value in the service. We look forward to expanding the service to a full day of provision in the coming year.

Gemma Lenton-Smith

Clinical Lead & Operations Manager

Mandeville School

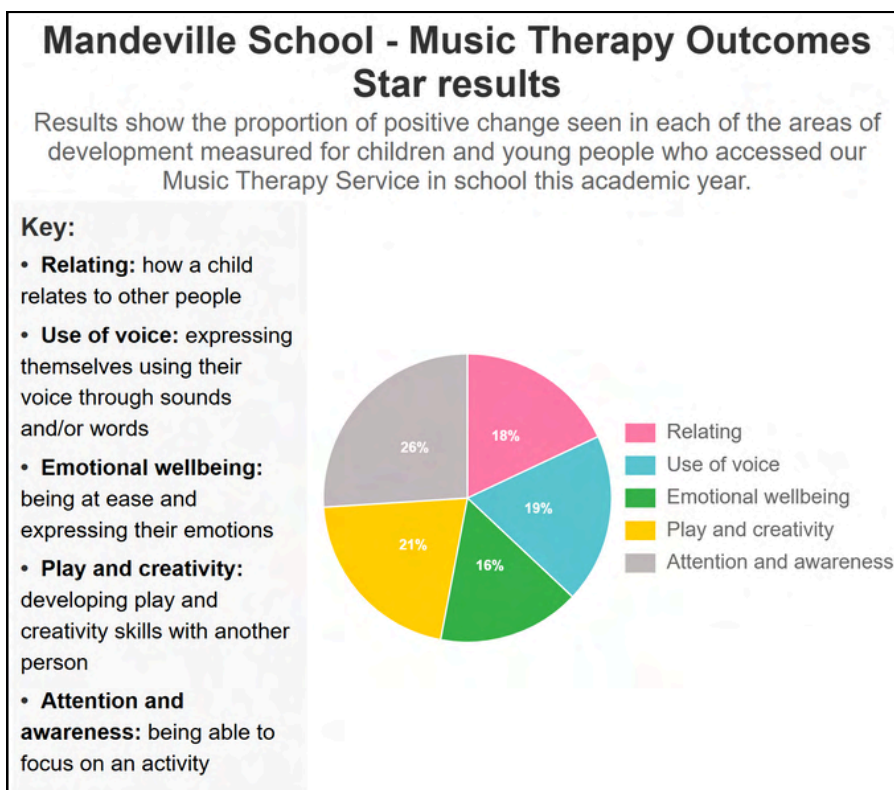
Mandeville School is a specialist primary school that supports children with severe and profound learning difficulties. The school strongly promotes a multidisciplinary approach and places a high value on relational, child-centred practices.



Over the past year, Ealing Music Therapy has provided a three-day-per-week service at Mandeville School. In addition, we have hosted two trainee placements, which has enabled more children to access Music Therapy.

Referrals were made to address key developmental and emotional areas, including emotional wellbeing, self-expression and creativity, confidence building, emotional awareness, social skills and relationship development.

Therapy was delivered in a safe, consistent and supportive environment, tailored to meet individual needs and promote personal growth through music.



This year children made the greatest change in developing their attention and awareness, play and creativity and using their voice within Music Therapy sessions.

Projects to celebrate

'Find Your Voice' was a collaborative group combining Music Therapy and Speech and Language Therapy, designed to support pupils in developing their communication skills.

Five pupils were referred to the group through their Annual Reviews, as they were beginning to express themselves more actively - whether through spoken words, vocalisations, or communicative gestures such as Makaton signing.

The group aimed to:

- Encourage the use of voice, sounds and words to communicate through music
- Support choice-making and the ability to express preferences
- Foster social awareness and the development of peer relationships
- Build independence in maintaining attention and remaining seated
- Enable participation in structured activities involving two or more steps or sequences



Significant outcomes and achievements observed among the children this year included:

- Making clear and intentional choices during sessions
- Choosing to remain in the therapy room for the full duration without needing breaks
- Following one-step and two-step instructions
- Accepting and following a flexible agenda led by adults
- Developing social awareness of both peers and adults
- Sharing and taking turns with others
- Expanding vocabulary through the use of books, pictures, and word cards during sessions

In addition, two pupils' reading abilities were identified during group sessions, which helped establish a baseline for their literacy skills. Over the course of the year, the children also showed increased ability to predict and anticipate activities, which led to greater participation and more spontaneous use of play skills.

Teaching Assistant feedback:

"When she saw the symbol for the group she showed excitement and transitioned to the group with ease. She enjoyed looking with anticipation and joy at their friends taking turn in various activities. I noticed how much more eye contact she was giving and her overall demeanor was relaxed and happy. She especially liked making different sounds into the microphone and watching my mouth when I was talking to her. I personally feel she gained so much from the sessions and blossomed with confidence."

Carnival of the Animals

Following the success of last year's inaugural whole-school festival that celebrated music, communication, and poetry, a second event - *Carnival of the Animals* - was held. The project aimed to:

- Promote total communication through Makaton signing, communicative gestures, spoken words, and choice-making
- Encourage active participation through singing, movement, and vocalisation in response to music

The day was a great success. Our music therapy trainees and music therapy assistant provided valuable support with the musical elements of the event.

Key outcomes included:

- Children demonstrated spontaneous behaviours not typically seen in classroom settings
- Opportunities to generalise key skills such as transitioning, sharing, and engaging with objects of interest
- Free, improvised dancing, collaborative play, and increased social tolerance
- Peer interaction through unstructured, joyful play
- Improved tolerance of sensory-rich environments, including noise and unpredictability
- Participation across all classes, even with a flexible and unfamiliar timetable
- Participation across all classes, even with a flexible and unfamiliar timetable
- Self-expression through singing, vocalising, and playing drums and instruments with adult support



Deputy Teacher feedback:

"A special day event planned by and run collaboratively by the Music Therapist, Speech and Language Therapist (SaLT), Occupational Therapist (OT) and our Interactive Poet.

The children enjoyed the colourfully decorated courtyard, listening and dancing to a range of musical instruments and sounds. They had opportunities to explore a range of sensory experiences created by the OT.

The SaLT and Interactive Poet supported the engagement of all the children throughout the experience. Children and staff were dressed as animals and the multi-sensory musical experience was orchestrated with a range of 'Call and Response' activities and well-known songs.

The interdisciplinary approach of; Music Therapy, Speech and Language Therapy, Occupational Therapy and Poetry provided a truly magical day for the children. They fully engaged in the experience and showed us their motivation to participate and creativity."



Mandeville School Case Study

A five-year-old boy was referred to Music Therapy to provide support with his communication skills and social development. He had very low motivation with most activities and would spend a lot of his time lying on the floor when given the choice. He was highly motivated by screens, becoming very animated when a screen was on.

When Music Therapy began, he lay on the floor and did not engage with any instruments during the sessions; however, he enjoyed our Therapist singing songs and often prompted our Therapist to sing *The Alphabet Song*.

As the sessions progressed, his confidence grew and he became more assertive in communicating his wants and needs. He was able to spend more time choosing a variety of songs for our Therapist to sing, while also engaging with various instruments. He responded well to humour and often got excited when our Therapist sang the songs in a variety of speeds.

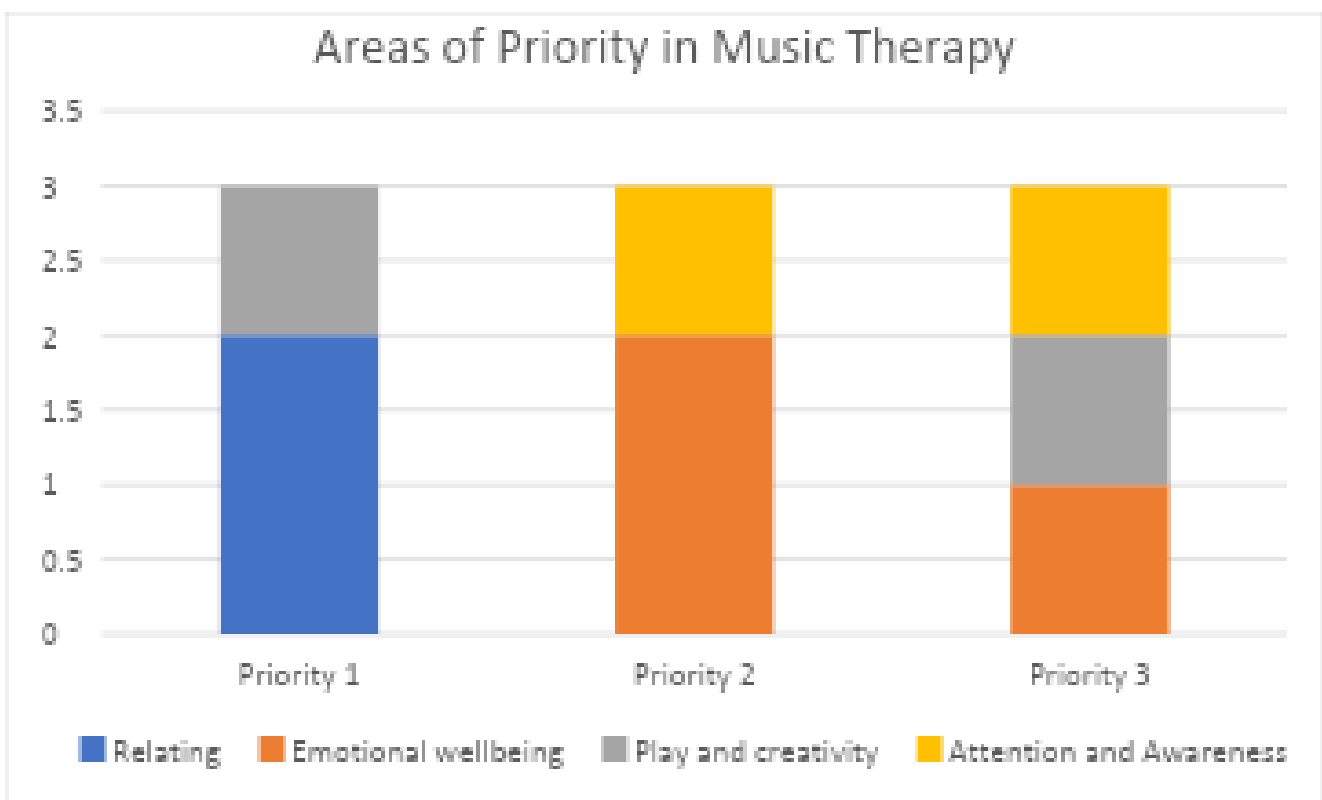
His motivation had increased during his time in therapy which was demonstrated through less time being spent lying on the floor in the sessions. This was reflected in class as his teachers mentioned that his contribution in class activities had increased.

Springhallow School

Springhallow School is a local authority-maintained community special school supporting pupils aged 4–16 years with a diagnosis of Autism.



13
Pupils
supported



Referrals were made primarily to support communication skills, emotional regulation, and self-expression.

While initial referrals were focused on communication, as therapy progressed, priorities naturally shifted. Developing each child’s ability to relate to others, engage in play, and express creativity became increasingly central. This was often followed by improvements in emotional wellbeing, attention and awareness.

Impact and Outcomes

Over the year, pupils consistently demonstrated improvements in:

Confidence and self-esteem, emotional well-being, engagement and interaction with the Therapist and creative expression through music.

Springhallow School Case Study: Individual Music Therapy

A 7 year old pupil was referred to Music Therapy due to high anxiety and low self-confidence, which significantly impacted his ability to communicate and engage socially.

Initially, he relied heavily on the Therapist's guidance and showed hesitance in exploring activities independently. However, as sessions progressed, he became more comfortable using a range of instruments and began to show a creative and playful side.

He increasingly initiated activities and confidently sang nursery rhymes into a microphone, using his full voice, something he had not done before. His growing independence and self-expression were clear indicators of his progress.

Springhallow School Case Study: Pair Music Therapy Group

A paired group was formed to encourage:

- Social interaction
- Turn-taking and sharing
- Emotional expression
- Cooperative play

At the outset, the two children played independently, engaging only with the therapist. Gradually, however, they moved to parallel play and eventually developed moments of collaborative, cohesive musical interaction, sharing instruments and participating in joint musical play.

Teacher feedback:

"The pairwork focus in music therapy really had a positive impact. One pupil tended to struggle with sharing adult attention or resources. Initially, she became upset by another pupil's presence.

However, over the sessions, she allowed her peer to use the same resources and engage in the same songs. Remarkably, the two began to form a positive friendship outside of the Music Therapy sessions - something we had not seen before."

We extend our sincere thanks to Springhallow School for their continued support of Music Therapy and their commitment to the emotional and developmental wellbeing of their pupils.

We look forward to continuing our work together in the upcoming academic year.

Robert Simonis
Music Therapist

St Ann's School

St Ann's is a secondary special school for 90 students aged 11 to 19 with complex, profound, and severe learning difficulties.

130
Therapy
sessions

6
Pupils
supported



Referrals were made to address a range of developmental and emotional needs, including:

- Emotional wellbeing
- Communication challenges
- Social interaction skills

Music therapy at St Ann's provides a safe, creative space where students can express themselves, build trust and connect with others in ways that are meaningful and accessible to them.

The consistent, personalised nature of these sessions has enabled students to engage at their own pace, supporting their growth across both emotional and interpersonal domains.

The most significant area of change for pupils receiving Music Therapy this year has been primarily in play and creativity skills, followed by attention and awareness, emotional wellbeing and voice use.

In this context, play is a vital activity as it frequently supports how teenagers connect with others. Play is a fundamental part of the curriculum at St Ann's, emphasising how Music Therapy complements and enhances the school's ethos.

Emotional wellbeing

Communication challenges

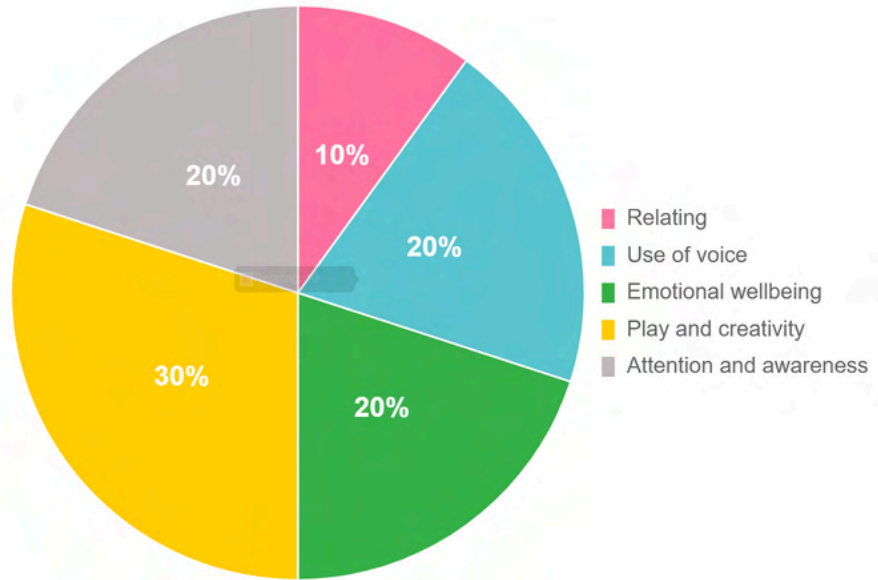
Social interaction skills

St Ann's School - Music Therapy Outcomes Star results

Results show the proportion of positive change seen in each of the areas of development measured for children and young people who accessed our Music Therapy Service in school this academic year.

Key:

- **Relating:** how a child relates to other people
- **Use of voice:** expressing themselves using their voice through sounds and/or words
- **Emotional wellbeing:** being at ease and expressing their emotions
- **Play and creativity:** developing play and creativity skills with another person
- **Attention and awareness:** being able to focus on an activity



Case Study: Supporting a student's social engagement

This academic year, I worked with a young person referred to music therapy by their class teacher due to difficulties engaging with peers and classroom activities. In collaboration with the teacher, therapy aims were established to:

- Support the student's attention and awareness
- Develop ways of relating to another person through sustained musical interactions
- Encourage vocal exploration

Due to sensory processing challenges, transitions to the therapy space were initially difficult. By introducing a calming vocal motif during these journeys, the young person began to respond with eye contact, smiles, and occasional vocalisations. Over time, transitions became smoother.

In early sessions, the young person was often unsettled and showed minimal interaction with instruments. However, with consistent weekly sessions, they began to engage more meaningfully. I identified instruments that resonated with them, such as the cabasa and shaker, and discovered that responding musically to their movements encouraged reciprocal interaction—forming the basis of our improvisations.

By the Spring term, these musical exchanges became increasingly sustained, with one session featuring a 7–8 minute improvisation involving shared vocalisations, instrumental play, and evident emotional connection, culminating in mutual laughter and engagement.

This session was shared with the class teacher, who noted:

"It was truly amazing to see how engaged and involved he was... I have never seen him as engaged in the classroom setting as he is during these sessions."

This insight prompted the teacher to reflect on environmental factors affecting the student's engagement, noting the positive impact of the smaller, quieter music therapy space compared to the noisier, more stimulating classroom.

"This led me to reflect on the differences between the environments. The music therapy room is small, quiet, and comfortable, which I believe plays a big role in [the student's] positive response. In contrast, our classroom has high ceilings and tends to be quite noisy, which might be contributing to his reluctance to engage."

Although Therapy concluded at the end of the academic year, ongoing dialogue with school staff has helped translate insights from music therapy into the classroom setting. It is hoped that small environmental adjustments will continue to support this young person's engagement in learning.

Thank you to St Ann's for continued support and value of the music therapy service for their pupils.

Lauren Brant
Music Therapist

Saturday Service

Launched in April 2025, our Saturday Service offers dedicated Music Therapy sessions for children and young people with additional needs who do not have access to Music Therapy in school.



99
Therapy
sessions

6
children
supported

The service runs during term time at the Ealing Quaker Meeting House, a calm and welcoming environment situated on a quiet, leafy road in Ealing. Sessions take place once a week and are facilitated by a lead therapist alongside a co-therapist, ensuring a supportive and responsive therapeutic setting.

This service was developed in response to the growing need for therapeutic support for children attending Alternative Resourced Provisions (ARPs) within mainstream schools. These children often face specific challenges related to Autism Spectrum Condition (ASC), communication difficulties, and emotional regulation. Music therapy offers a creative and relational approach to support their emotional wellbeing, social interaction, and communication skills.

Robert Simonis

Music Therapist

Rebecca Gleave

Music Therapy Assistant



CAMHS West London collaboration

This year we have built a valuable relationship with West London's Child and Adolescent Mental Health Services (CAMHS).



in April 2025, we co-hosted a collaborative workshop with CAMHS at the Viking Centre in Northolt. The workshop focused on supporting children with additional needs and their families, with a particular emphasis on promoting mental health awareness within Black and South Asian communities.

Through music-making and interactive activities, the event highlighted how music can be a powerful tool for emotional expression, connection, and healing.

The success of this initiative resulted in a follow-up invitation to organise another session in August 2025, during the summer holidays. These workshops not only strengthened our partnership with CAMHS but also allowed us to reach communities that previously had limited access to our services.

We also want to thank the Viking Centre for welcoming us into their community and recognising the value of music therapy for their families. We hope to continue working with the Viking Centre and offer more sessions for them in the near future.

We are deeply grateful for this collaborative journey and the opportunity to extend our therapeutic work to new areas within Ealing. As we continue to grow, we are committed to evolving our community outreach model and working with local partners to ensure music therapy is accessible to those who need it most.

Training for Ealing GPs

Ealing Music Therapy was invited by the Ealing GPs Educator Group to deliver a training session during their away day.

The purpose of the workshop was to introduce local GPs to Music Therapy and our work, with a focus on how our services support children and young people across the Borough.



The session aimed to increase awareness and understanding of Music Therapy as a therapeutic intervention and to highlight how GPs can effectively **signpost families and refer children** who may benefit from our support.

The workshop provided an overview of our approach, referral process and the range of needs we address through our work.

The GPs were highly engaged and welcoming. They showed genuine interest in the therapeutic value of music for children with emotional, social and developmental needs and were keen to explore how Music Therapy could complement the support already available to families.

The presentation also opened the door to **exciting opportunities for future collaboration**, including:

- Presenting to individual GP practices
- Sharing information and resources within surgeries
- Building links with other community projects and charities supported by GPs

We are grateful to the Ealing GPs Educator Group for their openness and enthusiasm and look forward to developing these connections to better serve families in the local community.

Piano School Concert fundraiser

We were approached by Yoko Saywell to be the designated charity for her Piano School's Annual Piano Concert.

We attended the concert and spoke about Ealing Music Therapy and the work we do in the Ealing community.



The concert was outstanding, with pupils performing with incredible talent. In addition to the pupils' performances, we had the pleasure of hearing Yoko herself and her opera colleague, Demelza Stafford, perform, which was truly magical.

We would like to extend a very special thank you to Yoko for the amount raised for Ealing Music Therapy, which was an impressive £738.84.

Treasurer's Report

In the 2024/25 academic year, we provided Music Therapy three days per week at Mandeville School, two days per week at Belvue School, and one day per week at both St Ann's and Springhallow Schools.

We were delighted to extend provision to Castlebar School for half a day per week - bringing the total provision to five schools.

Each school continues to express how much they value the contribution of Music Therapy.



Colin Lenton-Smith
Treasurer

Our long-term vision is to expand access to Music Therapy for children with additional needs across the London Borough of Ealing and to raise awareness of our work locally. The demand is both significant and growing, with an estimated 1,000 children and young people in Ealing who could benefit from Music Therapy.

To help realise this vision, we are deeply grateful to the John Lyons Charity for their continued support. Their second-year grant of £20,000 has helped us strengthen our operational management capacity, funding both our part-time Operations Manager and Music Therapy Assistant.

A key highlight this year has been the development and launch of our Saturday Service, enabling us to provide Music Therapy for primary and secondary school children with Autism and other additional needs.

The service launched successfully on 26th April 2025, offering five Music Therapy sessions each Saturday during term time. Each child receives an initial block of five weekly assessment sessions, followed, where appropriate, by a further block of 11 weekly sessions. We have a waiting list to join the programme. **We are extremely grateful to the Pathway Housing Association for awarding a three-year grant of £10,000 per annum** to help fund and make the Saturday Service possible.

Our income remains short term - i.e. the schools renew their funding on an annual basis.

To meet our contractual and statutory obligations, our cash reserves policy is to notionally maintain 75% of annual operating costs as Restricted Reserves; with Unrestricted- Undesignated Reserves at around 3 months operating costs.

Donations and Contributions 2024-2025 (in £)

Donor	Amount
Pathway Housing Association	£10,000
John Lyons Charity	£20,000
Co-op Community Fund	£500



Statement of Financial Activities

FOR THE YEAR ENDED 31 MARCH 2025

INCOME	TOTAL	RESTRICTED	UNRESTRICTED	2024
Income from schools	£74,370	£74,370	£0	£82,115
Donations	£324	£0	£324	£130
Bank Interest	£2,443	£0	£2,443	£1,838
Grants	£30,500	£30,000	£500	£25,022
Total Income	£107,637	£104,370	£3,267	£109,105
EXPENDITURE	TOTAL	RESTRICTED	UNRESTRICTED	2024
Salaries	£93,383	£89,997	£3,386	£80,262
Training/Supervision	£1,850	£1,850	£0	£2,047
PR/Publicity /Website	£1,342	£1,342	£0	£1,414
Other costs	£3,098	£2,544	£554	£4,074
Total Expenditure	£100,660	£96,720	£3,940	£87,092
Surplus/ (Deficit) for the year	£6,977	£7,650	£(673)	£22,013
Balance B/Fwd	£104,123	£77,915	£26,208	£82,110
Transfer		£(6,342)	£6,342	£0
Closing Funds	£111,100	£79,223	£31,877	£104,123

BALANCE SHEET AS AT 31 MARCH 2025

ASSETS	2025	2024
Net Assets - Bank Balance	£111,100	£104,123
Financed by: Restricted and Unrestricted Reserves	£111,100	£104,123

Independent Examiner's Report

Accounts for year to 31 March 2025

We have examined Income and Expenditure Accounts and the supporting information from the records.

In our opinion the financial statements give a true and fair view of the state of affairs of the private fund of The Ealing Music Therapy Project as at 31 March 2025, and of its surplus for the year ended on that date.

Bhanot & Co.

**Independent Examiner
Chartered Accountants**

Signed 19/7/25



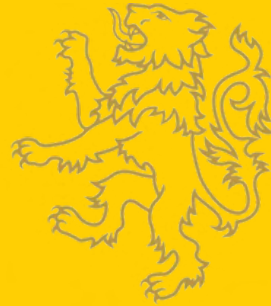


Thank You

for your support



Pathways



**JOHN LYON'S
CHARITY**

**CO
OP**



**ealing
music
therapy**

ealingmusictherapy.org / info@ealingmusictherapy.org

Ealing Music Therapy, 126-128 Uxbridge Road, Ealing, London W13 8QS
Registered Charity No. 801405

THE EALING MUSIC THERAPY PROJECT

FINANCIAL STATEMENTS

FOR THE YEAR ENDED

31 MARCH 2025

**The Ealing Music Therapy Project
Statement of Financial Activities
for the year ended 31 March 2025**

	Notes	2025	2025	2025	2024
INCOME		Total	Restricted	Unrestricted	
		£	£	£	£
Belvue School		21230	21230		20220
Mandeville School		31525	31525		29880
St Ann's School		5500	5500		10110
St John's School		0			1685
Springhallow School		10615	10615		10110
Selborne Primary School		0	0		10110
Castlebar School		5500	5500		0
Donations		324		324	130
Bank Interest		2443		2443	1838
Grants	3	30500	30000	500	25022
Total Income		107637	104370	3267	109105
EXPENDITURE					
Salaries	1	93383	89997	3386	80262
Instruments & Equipment		222	222		437
Hall Rental		292	175	117	373
Travel		762	762		136
Printing & Stationery		0			8
Administration		10		10	1503
Postage		0			0
Insurance		1085	1085		1015
PR/Publicity/Website		2329	2329		1342
Training/Supervision		1850	1850		1414
Miscellaneous/Petty Cash		0			40
Payroll services		705	300	405	540
Bank charges		22		22	22
Total Expenditure		100660	96720	3940	87092
Surplus/(Deficit) for the year		6977	7650	(673)	22013
Balance B/Fwd @ 01/04/2024		104123	77915	26208	82110
Transfer between reserves			(6,342)	6342	
Closing Funds @ 31/03/2025		111100	79223	31877	104123

**The Ealing Music Therapy Project
Balance Sheet
As at 31 March 2025**

	Notes	£	<u>2025</u> £	<u>2024</u> £
Assets:				
Bank Balance @ 31/03				
Triodos Social Venture Current Account			2205	1425
Triodos Business and Charity Deposit Account			108895	102698
Net Assets			<u>111099.5</u>	<u>104123</u>
Financed by:				
Private Fund Account:				
Reserves B/Fwd @ 1 April 2024			104123	82110
Surplus/(Deficit) for the year			6977	22013
Restricted Reserves	2	79223		77915
Unrestricted Reserves	2	31877		26208
Reserves C/Fwd @ 31 March 2025			<u>111100</u>	<u>104123</u>

SK Bhanot

Santosh Bhanot - Chair

19/7/25

Date:.....

C. Lenton-Smith

Colin Lenton-Smith- Treasurer

19/7/25

Date:.....

The Ealing Music Therapy Project
Notes to the Accounts
for the year ended 31 March 2025

Salaries Allocation	Notes 1	2025		2024	
		£	£	£	£
Music Therapists, Music Therapy Assistant, and Operations Manager		72,589		62,118	
PAYE and National Insurance		17,344		14,837	
Nest payment		3,450		3,307	
			<u>93,383</u>		<u>80,262</u>
Reserves	2	£	£	£	£
Restricted reserves contingency B/Fwd		77,915		74,447	
Current Year Surplus/(Deficit)		7,650		16,094	
Transfer		(6,342)		(12,626)	
			<u>79,223</u>		<u>77,915</u>
Unrestricted - reserves contingency b/fwd		26,208		7,663	
Current Year Surplus / (Deficit)		(673)		5,919	
Transfer		6,342		12,626	
			<u>31,877</u>		<u>26,208</u>
Total Reserves C/Fwd			<u>111,100</u>		<u>104,123</u>
Grants received	3				
Pathway Housing Association		10,000		1,000	
John Lyons Charity		20,000		20,000	
Co-op Community Fund		500		4,022	
			<u>30,500</u>		<u>25,022</u>

**The Ealing Music Therapy Project
Independent Examiner's Report
Accounts for year to 31 March 2025**

We have examined Income and Expenditure Accounts and the supporting information from the records.

In our opinion the financial statements give a true and fair view of the state of affairs of the private fund of The Ealing Music Therapy Project as at 31 March 2025, and of its surplus for the year ended on that date.



Bhanot & Co.
Independent examiner
Chartered Accountants

Date: 19/7/25

**The Ealing Music Therapy Project
Independent Examiner's Report
Accounts for year to 31 March 2025**

We have examined Income and Expenditure Accounts and the supporting information from the records.

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Bhanot & Co.
Independent examiner
Chartered Accountants

Date: 19/7/25

EALING MUSIC THERAPY PROJECT

England & Wales - Charity number 801405

Accounts

EALING MUSIC THERAPY



ealing
music
therapy

ANNUAL REPORT
2023-2024



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ABOUT

Established in 1989, Ealing Music Therapy is an independent charity providing life-changing Music Therapy to children and young people in schools across the London Borough of Ealing. This year we provided tailored Music Therapy services to five schools in the Borough, benefiting over 70 children and young people with additional needs.

Music Therapy is a well-researched and powerful clinical intervention which uses music creatively to form a therapeutic relationship. It can help improve attention and awareness, manage anxiety and behaviours that challenge, develop social and communication skills, help the bereavement process and much more. It also provides a safe outlet where children and young people can express and deal with difficult emotions.

Our four HCPC Registered Music Therapists support pupils with a range of challenges and diagnoses, including Autism and Learning Difficulties. Music Therapy helps them overcome difficulties and develop valuable life skills, enabling them to reach their full potential. The universal language of music makes the therapeutic process accessible to children and young people from diverse cultures and languages.

Our vision is to continue to expand, meeting the needs of all children and young people in the Borough who could benefit from our support by 2030. According to recent research, this is over 800 individuals.

“Music Therapy has enabled pupils to develop a positive relationship and interactions with their therapy partner, increase vocalisations, gain confidence, and develop some stability with their emotional and physical wellbeing.”

Mundrika Bhanderi

Assistant Head Teacher, Mandeville School.



THE TEAM

Music Therapists

- Gemma Lenton-Smith, Clinical Lead and Operations Manager
- Omer Plotniarz, Music Therapist
- Gemma Shiffner, Music Therapist
- Robert Simonis, Music Therapist

Our Therapists are highly experienced professionals, trained to Masters Degree level in Music Therapy and registered with the HCPC (The Health and Care Professions Council). They are responsible to the Board of Trustees of Ealing Music Therapy. They receive regular support and supervision, both on a day-to-day basis and at a clinical level.

Music Therapy Assistant

Rebecca Gleave joined Ealing Music Therapy as a Music Therapy Assistant in September 2023. Rebecca provides marketing and administrative support to the Board of Trustees and supports our Music Therapists in school. This year she has worked at Belvue and Mandeville Schools where she provided musical and administrative assistance to our therapy team and ran her first nursery music group.

Trustees

Santosh Bhanot, Walid El-Yafi, Colin Lenton-Smith, Saz Vora, Rachael Nolan and Cidalia Mendes.

CHAIRPERSON'S REPORT

At Ealing Music Therapy, we strive to support children & young people (C&YP) who have additional needs. For over 35 years, we have developed and validated Music Therapy as a clinical intervention, proudly supporting pupils in schools across the London Borough of Ealing. Working as an integral part of the school and alongside the school's dedicated staff and multidisciplinary teams, a bespoke Education Health and Care Plan (EHCP) is carefully developed so that pupils can be provided with the best opportunities to engage within the school and, importantly, life outside with their families, friends and communities. **This investment is for life.**

It is estimated that 15-20% of C&YP in the UK are Neurodivergent. This means that their brains develop and function differently from those considered Neurotypical. Neurodivergent pupils face significant challenges which can present through a range of behaviours including emotional, social and communication issues. Autism Spectrum Disorders, ADHD and certain Learning Difficulties fall into this category. Data from research carried out in Ealing shows a 12% increase in Autism per annum*. **At Ealing Music Therapy, we believe it is vital to support these pupils urgently.**

Over the last two years, and against the backdrop of the UN Sustainable Development Goal for Quality Education (to ensure equal access to all levels of education for the vulnerable, including persons with disabilities and children in vulnerable situations), we have built our **ambitious vision to provide Music Therapy to 850 C&YP annually ** across the Borough of Ealing.**

This year, we made strides to advance our goal to expand, significantly increasing our funding to develop our new



Operational Capacity. This has enabled us to recruit a much-needed Music Therapy Assistant and an Operations Manager, creating an Operations Team.

Over the Summer, we held our annual strategy workshop. This enabled us to make significant headway with a plan to move forward, increase our growth and build awareness of how Music Therapy can support more C&YP. We are actively pursuing our lead idea, the development of a Saturday Service.

We continue to provide Music Therapy Services as partners to our long-standing schools (Mandeville, Belvue, St Ann's and Springhallow). We are also now in our second year at Selborne Primary School. Reporting from the schools on the benefits of Music Therapy has been excellent, with one Assistant Head commenting on Group Music Therapy - "(you are able to) **'Find your Voice' in a Music Therapy group that provides a safe and predictable environment (and allows pupils) to explore and develop their communication skills. This (has) enabled pupils to develop their observation and awareness of one another, explore singing and grow in confidence.**" Yet, our schools are struggling and facing difficult budget constraints, with two schools having to discontinue as they were unable to continue to fund Music Therapy.

At Ealing Music Therapy we have a small, expert Therapist team who I am hugely grateful for. Our Music Therapists are committed and passionate in providing supportive Music Therapy in schools, with Gemma Lenton-Smith, our highly experienced Senior Therapist, providing solid leadership and guidance to the team, along with therapists Omer Plotniarz, Gemma Schiffner and Robert Simonis. You can find summaries of their work in this report which provide insight into their day to day support.

Excitingly, we also now have our new Operations Team, a significant milestone achievement. Gemma Lenton-Smith has taken on the additional post of Operations Manager, working on our expansion plans including the research behind

Our Saturday Service. Rebecca Gleave, in the role of MusicTherapy Assistant, has made fantastic headway on delivering our communications plans and working on our first promotional video.

I'd like to thank Colin Lenton-Smith for his role as Hon. Secretary and Treasurer. Colin has dedicated many hours working with myself on our expansion plans, building our finances, governance and strategic growth. Thanks also to the Board of Trustees who continue to provide excellent steering as we realise our plans: Saz Vora, also working on Communications, Walid El-Yafi, Cidalia Mendes and Rachael Nolan.

Thanks to the support of John Lyons, our Operations Team is now up and running. I am grateful for funds from Postlethwaite Music Fund, Ealing Co-op (whose members have selected Ealing Music Therapy as its charity) and Pathways for their continued support. These funds have enabled us to develop outreach plans and engage with supporters and stakeholders to help realise our vision.

Thank you to Bhanot & Co. Chartered Accountants for accounts, Young Ealing Foundation for their ongoing support, and our Marketing Consultant, Harsh Taneja, for her exceptional skills in navigating us towards a comprehensive expansion plan in our second strategic workshop, enabling us to move forward with our goals. **Thank you for supporting Ealing Music Therapy and investing in the children and young people of Ealing so that they may have the best start in life.**

SANTOSH BHANOT, PHD, FRSA
CHAIRPERSON

*JSNA 2017: Autistic Spectrum Disorders (All Ages), Sue Graham et al. **The Ealing Borough Council SEN School Census, January 2018 Report.



OPERATIONS MANAGER'S REPORT

I have been delighted to undertake the Operations Manager role, one day a week, as part of Ealing Music Therapy's Operations Management Team since November 2023. It has allowed me the time and opportunity to support the charity in putting in place systematic procedures as well as looking to develop and implement its strategic plans.

This year I have edited and written policies and procedures for the charity including appraisal, health and safety, privacy, risk assessment, code of conduct, and equality, diversity and inclusion, keeping them up to date with our everyday procedures.

As part of my role this year, I have been able to plan and execute elements of our strategy through networking with other charities and area groups such as Young Ealing Foundation and the Children and Young People Practitioner Forum hosted at Brentford FC Stadium. This has enabled further support for our charity as well as providing useful links to develop the charity further. I was also pleased to attend the 'Impact Measurement Masterclass' run by Young Ealing Foundation. This was helpful in providing an awareness of different tools that could be used to measure the impact of our service. This also potentially offers useful information to enable us to support funding grants.

To develop our strategy to expand Music Therapy services, enabling more children to access Music Therapy, I have joined the Operations Team in meetings with education providers and other charities with the aim of exploring partnership

opportunities. This included conversations with Log Cabin on how we might work together to carry out a holiday scheme. A proposal was written and submitted but, due to challenges with their funding, we couldn't progress this year. We will continue to liaise with Log Cabin over the next year to see if we can be more successful in finding funding to support and put into place a holiday scheme during the next Summer holidays.

With Springhallow School, I also investigated the possibility of extending our services to the post-16 provision. Again, funding cuts within the education services mean it is challenging for schools to buy in any further services than they currently have.

I have also been involved in networking with local universities including the University of West London. A valuable meeting with Professor McKay and our Operations Team looked into pursuing opportunities of collaborative research projects using Music Therapy data. This could support the organisation in creating impact research. Furthermore, the possibility of lecturing music students about Music Therapy would give them knowledge of alternative career options within the music industry.

With difficulties in education budgets, we have been looking at alternative ways to provide Music Therapy services that do not rely solely on the school environment. I have been part of the initial stages of looking to create a Saturday Music Therapy Service within the Borough. In preparation, I visited a number of venues to help find an appropriate space for the Service. One of the venues of interest was Parkside Yards in Southall and we were excited to be invited to be part of their community event on 3 August. This was an opportunity for charities and organisations to showcase their services to families in the Southall area. Our aim for the event was to build general awareness of Ealing Music Therapy in the Southall community, test interest, assess whether parents in the area want Music Therapy for their children, and gather contact details of parents on the day by creating appropriate documentation and resources.



The event was a success in gaining a growing waiting list for the service, with over 20 families expressing interest.

Finally, we were approached by a local GP Trainer who requested that we provide a workshop to develop GPs' understanding of Music Therapy. I created and submitted a proposal to the trainer for them to decide whether this is something that would be useful for them. We are awaiting their decision on this. If it is successful, the workshop will be carried out with members of the Music Therapy team in 2025. In providing workshops to professionals and external organisations, we will be able to showcase the skill set we have whilst creating an income that can go towards supporting further Music Therapy projects and resources.

GEMMA LENTON-SMITH
OPERATIONS MANAGER

MUSIC THERAPY ASSISTANT'S REPORT

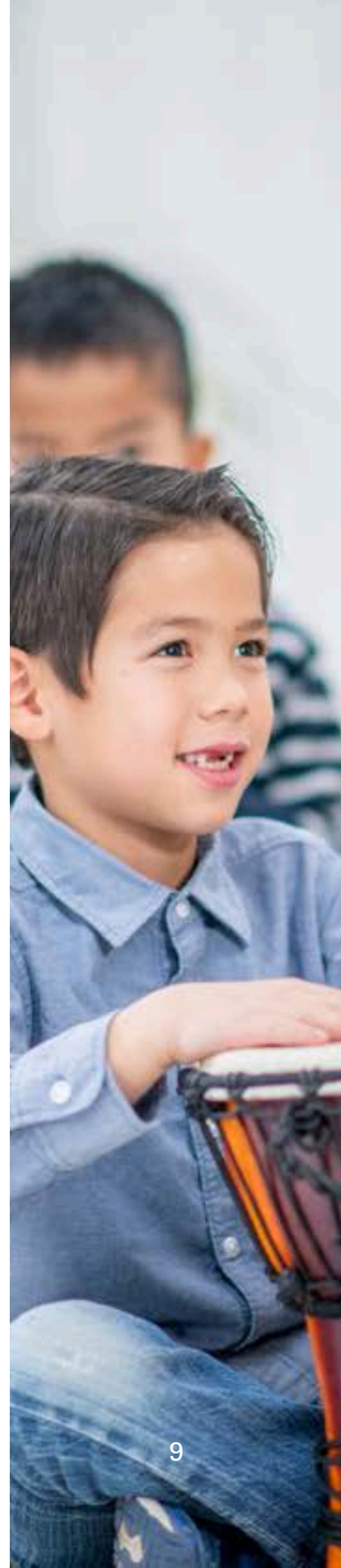
I have been in role as Ealing Music Therapy's Music Therapy Assistant since September 2003 and have enjoyed a very productive year, with lots of exciting developments taking place within the charity. As well as assisting our Music Therapists Team one day a week, I also work for the Board of Trustees one day a week in a marketing and administrative role.

Working with the Board of Trustees, I have developed a contacts list of over 100 key contacts and I have set up a Mailchimp account where it can be stored securely in line with GDPR. In February 2024 I sent out our first marketing communication to councillors and schools, introducing the charity and including our Annual Report.

I have developed a new suite of marketing materials including an Annual Report template, leaflets, contact cards, roller banners, promotional gifts and event materials. I have also worked with our website developer to renew the website's security certificate and have improved our site navigation.

I worked with our Trustees and Therapists to put together an application for the Young Ealing Foundation Awards, leading to Ealing Music Therapy being shortlisted for the Mental Wellbeing Project of the Year.

I helped organise and staff the Ealing Music Therapy stand at Parkside Yards' Summer Community Day which resulted in 22 online queries about our services, including 14 registrations for our proposed Saturday Service.



I have planned two marketing campaigns, one of which will promote our Saturday Service and the other will inform parents as to how to access Music Therapy services within school.

In August I set up a Facebook page for Ealing Music Therapy which now has 41 followers. I am planning to develop our social media over the next year.

Belvue School & Mandeville School

During my first term, I assisted Music Therapist Omer Plotniarz on Mondays at Belvue School. I contributed to group therapy sessions with three teenage girls who had been referred to Music Therapy with the aim of developing self-esteem, confidence, social and communication skills. I joined in with the musical activities and turn-taking games that Omer had devised for the girls, providing musical support by playing conga and small percussion instruments. I watched the girls' confidence, attention and engagement improve as the sessions progressed. I also observed the girls using the instruments and their voices to express themselves.

In the afternoons, I contributed to individual therapy sessions with a teenage boy who had been referred to Music Therapy with the aim of reducing anxiety and improving attention. The young person often used drums in the session to express his emotions. I helped support and encourage this by also playing drums and participating in the call and response activities Omer had introduced.

I also provided practical support for the sessions such as helping to set up the room and tidy up afterwards.

In the Spring and Summer terms of 2024, I assisted Senior Music Therapist Gemma Lenton-Smith on Mondays at Mandeville School. I assisted in Gemma's individual therapy sessions with a non-speaking young boy with Autism. I accompanied Gemma and the child's improvisations with violin lines, bringing a new sound and musical texture into the room

for the child to explore. At the beginning of the Spring term, the child was finding it difficult to stay in the room for the whole session. I provided support by sitting by the door and encouraging him to stay in the therapy room. As the sessions progressed, the child became comfortable with the room and with us, he built a rapport with me and began to experiment a lot with the instruments and his voice. By the end of the series of sessions, he was able to self-regulate and was no longer becoming agitated towards the end of the session.

In the afternoons, I ran a nursery music group for 7 children with a range of additional needs and Autism. The aim was to engage the children and help support the development of their attention skills. I sang and played a series of songs which had props and actions, and encouraged the children to join in. The children also had opportunities to play with the guitar, ukulele and swanny whistles. Towards the end of our series of sessions, we started to incorporate sensory play for the children who had sensory needs. By the end of the second term, there were marked improvements in the children's attention, with all children staying until the end of the sessions and engaging with the instruments, and half of the children singing along to the songs. Even the children with more complex needs were participating.

REBECCA GLEAVE
MUSIC THERAPY ASSISTANT



IMPACT REPORT



Ealing Music Therapy Case Study

One of the children who received therapy through our service was John, a 9-year-old boy with Autism. He who had difficulties communicating and regulating his emotions.

Before therapy, he found changes extremely upsetting. As a result, he experienced anxiety and displayed extreme aggression towards himself

and others. He often scratched, hit and spat.

After receiving Music Therapy from one of our Therapists, John's teacher and parents noticed that his aggressive outbursts lessened significantly. Music allowed John to express and share his emotions. It also helped him to realise that he didn't need words to communicate.

Music Therapy made it possible for John to connect and form meaningful relationships, to be heard, acknowledged and valued. For John, this was a life-changing experience.

IMPACT

73

Pupils benefited.

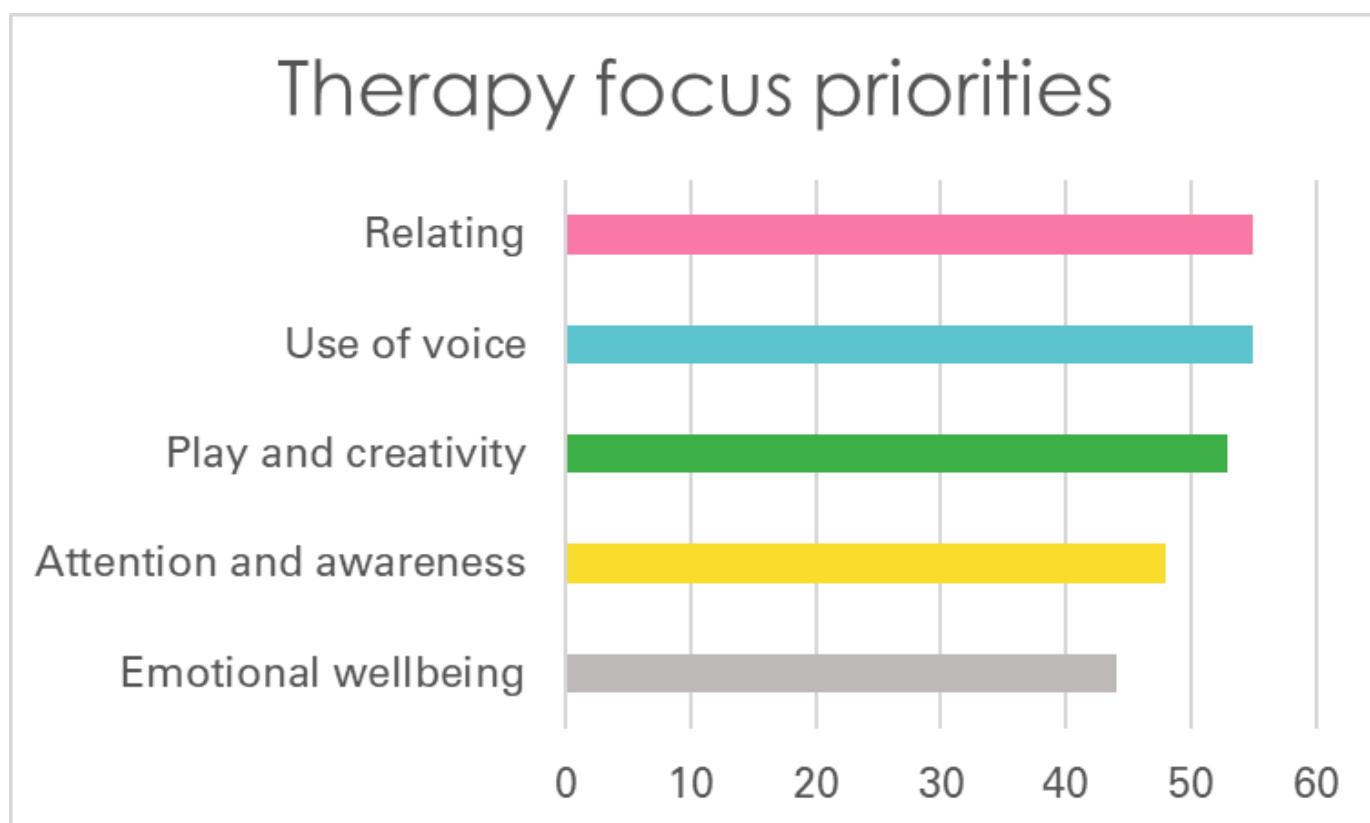
42

Therapy groups + individual therapy programmes provided.

5

Ealing schools supported.

This year, the children and young people we supported required therapy which focused on the following priority areas...



Therapy outcomes for the pupils included improvements in the following areas...



THERAPISTS' REPORT

Belvue School

Belvue School is a Secondary School for students with a range of learning disabilities, emotional and behavioural difficulties, and Autism.

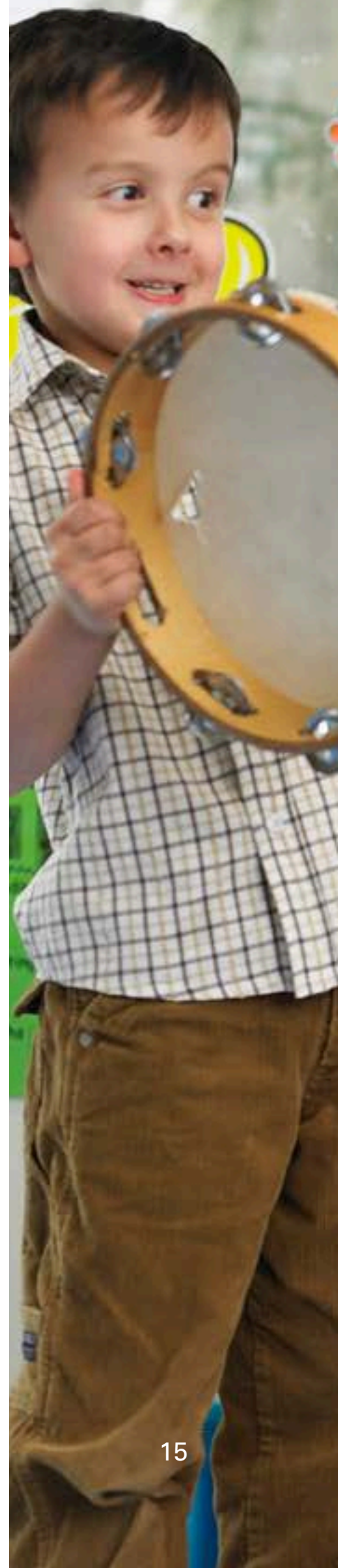
For many years, Music Therapy has been an integral part of the school's landscape and is part of the school's multi-disciplinary team. The Music Therapy provision offered by Ealing Music Therapy includes individual, group and spontaneous sessions that include staff members that support the setting when needed.

The children in the school have been referred to Music Therapy with various aims in mind, such as supporting their emotional wellbeing and developing their social and communication skills, as well as increasing their self-esteem and sense of achievement.

Belvue School consists of two sites - the main school building and its outreach provision - Ken Acock - which caters for the forthcoming year 7s. The Music Therapy provision provided by Ealing Music Therapy is offered to both of the sites.

Within the work in the main school building, eight students received individual Music Therapy sessions, as well as a small group of three students that I ran alongside Rebecca, our Music Therapy Assistant.

The diagnosis of the students receiving Music Therapy included



Autism, Severe and Mild Learning Difficulties, ADHD, emotional challenges and behaviours that challenge. Moreover, the students are coming from different ethnic backgrounds and, for some, English is their second language.

The work at the Ken Acock site was slightly different this year. As the school had a large number of new students in year 7, the school placed them in the outreach building. To support with their transition and group cohesion, I ran four class-based groups (33 students). This also allowed me to gain more knowledge of the students and their needs, and find potential referrals who will benefit from Music Therapy provision. The sessions were based on turn-taking and free improvisation, and allowed the students a fun and safe space to form relationships with their new peers.

Then, with the staff's support, I have formed my caseload which, over the academic year, included eight individual sessions and a group of six students that was focused on social interaction. An important aspect of my work this year was collaborating with staff and other professionals. I did close work with teachers to explain and provide more knowledge about Music Therapy and some activities and strategies they could use to support the students. I also provided online support for one of the students who refused to attend school in person.

I also advised the school's Occupational Therapy Assistant on some ideas for how to interact and engage with a specific student.

I was fortunate to have the experience of working alongside Rebecca as my Music Therapy Assistant and would like to thank her for the hard work.

OMER PLOTNIARZ
MUSIC THERAPIST

Mandeville School

Mandeville is an LEA-maintained primary day community special school for pupils with Severe and Profound Learning Difficulties. Children at the school may also have Autism or additional physical medical and/or sensory disabilities.

The pupils come from a wide variety of cultural and social backgrounds. The school accommodates children aged between 3 and 11 years old and is split into two sections; Autism provision and Severe Learning Disabilities/Profound and Multiple Learning Disabilities (SLD/PMLD) provision.

Models of music service delivery: Group, pair-work and one-to-one sessions.

Music Therapy is part of the multi-disciplinary team which includes three part-time Paediatric Occupational Therapist, one part-time Psychologist, two Paediatric Physiotherapists and an Assistant, three part-time Education and Dysphasia Speech and Language Therapists, and an Educational Social Worker.

Some individual Music Therapy programmes work alongside Occupational Therapy, and Speech and Language Therapy targets. This enables development of motor planning skills, sensory regulation, communication and social skills, linking in with Individual Education Plan goals. As part of the Music Therapy provision, reports are provided after the initial assessment period, for Annual Reviews and at the end of therapy. When possible, the Therapist attends Annual Reviews to report on the progress of the child within the Music Therapy setting.

One-to-one sessions are approximately 30 minutes in length, with group sessions lasting between 30 and 45 minutes. Music



Therapy sessions take place in either the designated therapy room, additional rooms or the classroom depending on the needs of the children or the number of children accessing therapy together. Due to the complex communication, physical needs and socio-emotional stage of development of the children, some pupils may demonstrate challenging behaviours. As a result, therapy sessions can include Learning Support Assistants (LSAs) to support the pupils through physical guidance to enable them to express and communicate safely within the therapeutic context. Individual work may focus on supporting the children's needs in different ways including physically, emotionally, socially, communicatively, and supporting sensory and emotional regulation.

As a result of expanding pupil numbers within the school this year, we have had the privilege of providing a three day service at Mandeville school. This has been carried out by two Music Therapists, one working two days of the week and the other working the additional day. Furthermore, during the Spring and Summer terms, our Music Therapy Assistant has supported clinical work with one of the Therapists and provided a music group within the school's early years provision. A Music Therapy trainee from Anglia Ruskin University provided additional clinical work for six months, supporting one individual child and running a short-term group of four pupils.

Over the past academic year, 14 children have received individual Music Therapy intervention. One child in particular has greatly benefited from individual Music Therapy, supporting their emotional regulation and development, and their ability to communicate their emotions to adults around them. Mandeville has seen the benefits for this child and was supportive in putting forward Music Therapy to be in their Education Health Care Plan. This means that Music Therapy is now safeguarded for the children who can benefit from continued sessions when they move to secondary school.

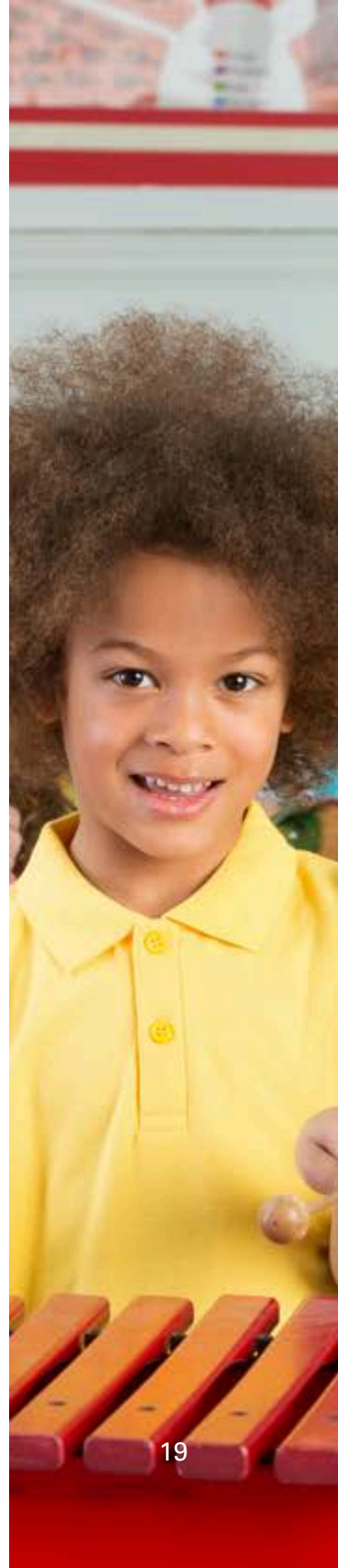
Additionally, group work has included a collaborative Speech and Language, and Music Therapy group named 'Find your

Voice' with seven pupils. This was set up and jointly run over the academic year. The aim of the group was to support children just beginning to find their voice, either using words or vocal sounds. The group supported the children to explore different ways of using their voice, sounds and words to communicate through music, develop choice-making abilities, social awareness and peer relationships.

Furthermore, a friendship and support Music Therapy group with three pupils began during the Spring term. The group was created to develop social interactions, communication and play skills that form the bases for friendships through sharing, turn-taking and listening exercises. During the sessions, the children were able to interact with each other on the drum while the Therapist facilitated this interaction by singing a song describing the two children's actions as well as reflecting the moment. These interactions gave the children the opportunity to develop their social interaction and communication skills together. Listening to songs that they enjoyed was a big part of the group sessions. Members of the group were given the opportunity to choose a number of songs at the start of every session. While the Therapist sang the songs, the children were able to play along with an instrument, move their bodies to the music, or just listen. This gave them a sense of independence in their group and an opportunity for choice-making.

Children from across the school, nursery to year 6, have been able to access the Music Therapy provision this year. They have been referred to Music Therapy this year for a variety of different referral reasons including needing emotional support due to anxiety, changes in school or at home, family illness, challenges with emotional regulation, developing and building positive relationships with others, pre-verbal communication skills, social interaction skills, attention skills and working on peer relationships.

In addition to the Music Therapy clinical work, a choir has been conjointly set up with the Speech and Language Therapist. The aim of the choir was to promote total communication through



Makaton signing, communicative actions, spoken words and choice-making, and to work on singing and signing familiar songs. Part of the choir made its debut as a flash mob at Christmas. Many of the children found this a fantastic opportunity. It was lovely for them to be part of a planned activity in the community which they may not have experienced previously.

A whole school project, named the 'Festival of Flight', was created from the initial development of the choir. The aim of the project was to create an opportunity where as many of the children, if not all, could be part of a festival of talents. This festival allowed the children of Mandeville, as a community, to showcase what they can do. The Deputy Headteacher, the school's poet, the Speech and Language Therapist and myself worked together with teachers to create a day showcasing the children's talents to parents. The choir was one part of the festival where the children had been working on songs linked to flight. The repertoire included 'Three Little Birds', 'Reach for the Stars', 'Firework' and 'Five Little Men in a Flying Saucer'. The idea of the songs was that they would create different points to where the festival would 'travel'. The choir represents the talents the children at Mandeville have which enable them to communicate in different ways. There were added elements during the festival which allowed the children to be as active in the participation as possible, enabling moments of the children being animated spontaneously.

Some of the outcomes of the day included opportunities for the children to be spontaneous in ways that they would not necessarily demonstrate in the classroom, general skills such as transitioning, sharing ideas and objects of interest, moments of free improvised dancing, joining different groups, collaborative play and tolerance of being with others.

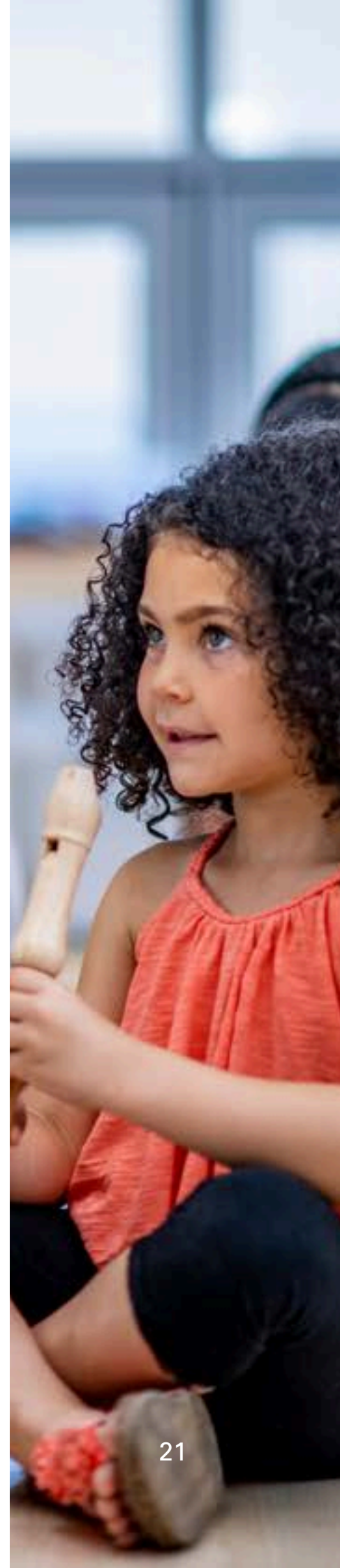
Within this academic year, we were asked by Mandeville to provide two days of Music Therapy sessions during their Saturday 'Come and Play' sessions. It was a lovely opportunity to meet and work with some of the parents/carers and siblings

of the children who attend Mandeville School and also children of whom I have not worked with previously. Teaching staff supporting the day took some wonderful photos to showcase the sessions provided.

Mandeville has continued to help and support our continuing professional development, allowing me to attend staff training and courses including relational approaches and safeguarding.

Many thanks to Mandeville School who have very much supported and valued having Music Therapy throughout this year. In particular a special thank you to Mundrika, Assistant Headteacher, who has given her time on a number of occasions to speak on the benefits of Music Therapy in the school to support our charity funding applications.

GEMMA LENTON-SMITH & **ROBERT SIMONIS**
SENIOR MUSIC THERAPIST **MUSIC THERAPIST**



Selborne Primary School

Selborne Primary School is a 3 form entry mainstream primary school in the Borough of Ealing. The school also has an Additional Resourced Provision (ARP) which has places for children with Autism, social and communication difficulties, and complex learning difficulties. The children within the ARP have daily opportunities to integrate into the mainstream part of the school with support alongside the specialist teaching in the ARP environment.

Models of music service delivery: Individual and group sessions (lasting 30-45 minutes, dependant on the child's needs).

It has been fantastic to continue the Music Therapy service for a further year at Selborne Primary School. Music Therapy has been one of the many clinical services bought into the school including Occupational Therapy, Speech and Language Therapy and Clinical Psychology. The Speech and Language Therapist in the ARP works on the same day as the Music Therapist which has given great opportunities for professional discussions and collaboration around working with the children.

This academic year, the children have been referred to Music Therapy due to concerns around emotional, psychological and child protection needs. Referrals are prioritised by the ARP Lead, who is also the ARP Safeguarding Lead, and the Deputy Headteacher, who is also the Designated Child Protection Officer and Inclusion Lead for the mainstream part of the school. Over the past academic year, five pupils from the ARP have received Music Therapy input; one receiving individual therapy, two being in pairwork and the other being in a social and communication group with two other peers in the mainstream provision. Additionally, two further children across the mainstream provision received individual therapy support. The social and communication group supported four children who

had been identified as needing support to develop social skills in order to connect with their peers. Two of the children were in the ARP provision and the group provided an opportunity to integrate two other mainstream children in a small contained group. The group provided opportunities for all the children to develop flexibility in sharing and turn-taking within a group environment. Furthermore, all of the children built confidence in expressing their feelings and ideas through music and words as well as feeling enabled to contribute to group conversations.

The referral reasons at Selborne varied, from child protection concerns and changes to home life, to needs related to developing peer relationships, social and communication difficulties, and preparing for transitioning to high school. Music Therapy has provided a confidential space where the children have been able to express the different emotions they may be experiencing. This has been achieved through the use of the creative medium of music, supported by the Therapist. The children's individual needs are met both musically and emotionally, helping them to process and come to terms with the difficulties they have faced. Each pupil has used the therapy space in different ways, some have used symbolic stories, music-making, songs, improvised music-making and music-based games as part of their process.

Additionally, the service provided transition groups for the two Year 6 classes at the end of the Summer term. The groups provided an opportunity for the pupils to discuss and share with each other their thoughts and feelings of leaving primary school and moving on to high school, as well as creating a class rap song incorporating their thoughts about transition.

Many thanks to Humera and Julie for being so supportive during the two years of Music Therapy service at Selborne School, and in helping it to be such a success. I am sad that funding constraints are impacting on the service continuing for this coming academic year and that this will be my final term at the school. However I have enjoyed working at the school over this period of time and providing support to the children. I



particularly want to thank the ARP team and class teachers who have been so welcoming to me and the service I have provided over the past two years.

GEMMA LENTON-SMITH
SENIOR MUSIC THERAPIST

Springhallow School

Springhallow School is an LEA maintained community special school for pupils aged 4-16 years with a diagnosis of Autism. The pupils at the school have learning disabilities ranging from moderate to severe. The school also has a post-16 site for 16-19 year olds in a separate location.

Music Therapy provision in Springhallow is one day per week, with five 30-minute sessions of individual and/or group work.

During the 2023-24 academic year, nine pupils received Music Therapy. The pupils have been referred to Music Therapy for support in communication skills, emotional regulation and self-expression. The main focus within the sessions is to build a therapeutic relationship between the pupil and the therapist by attuning to their wants and needs. It is important that the pupil feels safe and secure within the boundaries of the therapy space to allow them to be creative in their play. The sessions usually involve free musical improvisation, song singing, turn-taking exercises and creative play which assist in the social interactions between the pupils and the therapist, as well as creating a platform to allow them to express themselves in different ways. These sessions take place in a large music room provided at Springhallow School.

Over the year, the pupils have shown an improvement in their confidence, emotional wellbeing and overall interaction with me

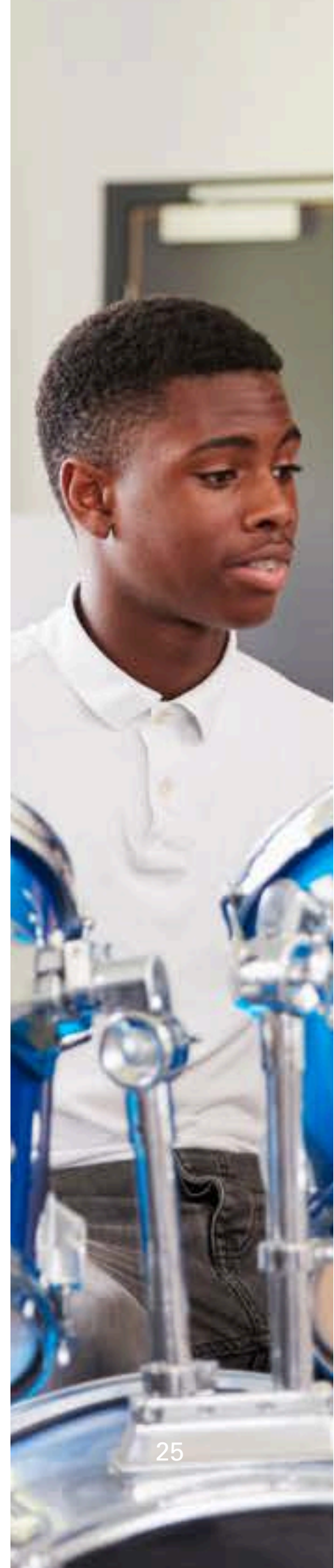
within the Music Therapy sessions. One pupil I worked with struggled to verbally communicate or express his thoughts and feelings while often speaking at an increased volume or silently mouthing his words. By the end of the year, he was exploring his voice using a microphone connected to different sound effects. He was able to express his voice with controlled improvised vocal sounds and droning notes. He was also able to interact with me through turn-taking on the microphone and making eye contact with me during our vocal interactions.

Additionally, a Music Therapy group with three pupils was created to provide support with engagement, emotional expression, turn-taking, sharing resources with peers and interaction/social engagement with peers. The children participated well in the group by playing together with multiple instruments such as a large drum or ukuleles. They developed good waiting skills during the turn-taking exercises as well as showing a good sense of humour when playing games such as speeding up and slowing down their collective playing. They also showed the ability to listen to each other's requests to slow down or play quieter when required.

The group's favourite activity during their sessions was using the microphone and repeating various phrases they had heard or singing songs into the device. During this exercise, they showed a good response to sharing the microphone with each other and listening to each other's performances on the device.

Springhallow's outreach programmes have helped to support my continuing professional development, allowing me to attend courses such as 'Understanding Pupils on the Autism Spectrum in your Setting' and their annual Springhallow Outreach Autism Conference. I'd like to thank Springhallow school as they continue to value and support Music Therapy throughout the year.

ROBERT SIMONIS
MUSIC THERAPIST



St Ann's School

St Ann's school is a secondary special needs school for young people with complex needs. Many students have a dual diagnosis of Severe Learning Difficulties and Autism Spectrum Condition, or complex medical conditions, severe communication disorders, sensory impairments, or challenging behaviour.

St Ann's accommodates young people aged between 11 and 19 years old, with one or two students staying until 21 or 22 years of age if their needs are not able to be met elsewhere.

We provided one day a week of therapy at the school. Music Therapy is part of the multi-disciplinary team which includes Occupational Therapy, Physiotherapy and Speech and Language Therapy.

Music Therapy is delivered as group or individual sessions, and is often long term, lasting up to one academic year and sometimes beyond. Teaching Assistants often join the Music Therapy sessions, supporting young people who struggle with anxiety and/or challenging behaviour. Therapeutic work may focus on supporting the young people's needs in different ways including physically, emotionally, socially and communicatively.

In the first half of the academic year I was able to see a range of young people for both individual and group work. My individual sessions encompassed work with a young person who was experiencing a turbulent home life, and another who tended to be withdrawn and isolated in class but presented another part of themselves in Music Therapy.

A long term piece of work came to an end, as the young person receiving therapy was consistently doing well in all areas of life. Music Therapy was an important part of this young person's

journey, alongside the support they received from teams at home and in class.

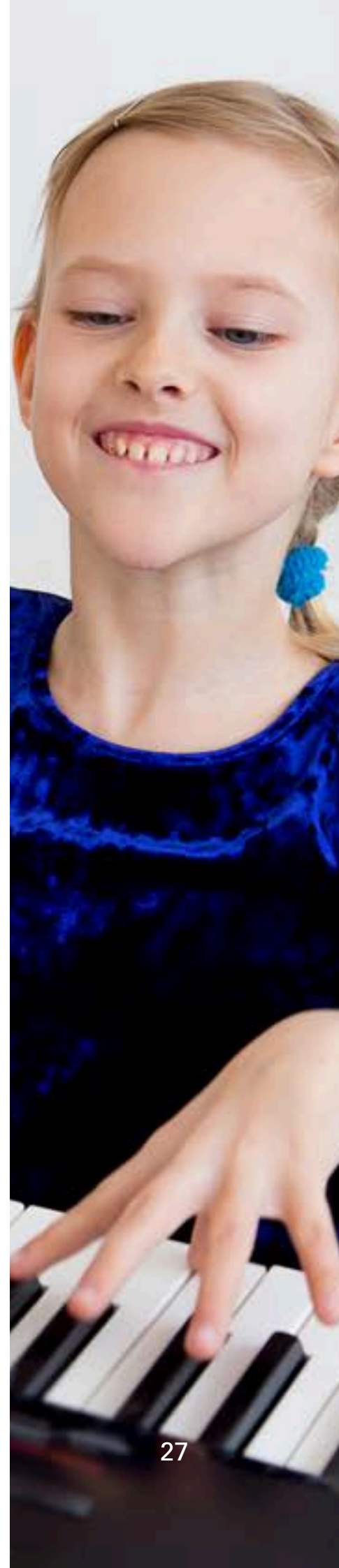
I enjoyed starting work with a young person with sensory and communication needs, and drew on the advice and expertise of my Occupational Therapy and Speech and Language Therapy colleagues.

I worked with a group of four young women with PMLD and complex needs. During these sessions, we creatively considered teenage exploration of self, balancing chronological age with a much younger developmental profile.

In January, we welcomed a first-year student from Roehampton University. The student was on placement for two days a week, from January to late June. Being in school two days a week meant our trainee was able to work with two individuals and also co-facilitate a Music Therapy group with me, which felt like a real addition to the amount of therapy we could provide.

In the second half of the academic year, our Music Therapy Trainee completed two fantastic individual pieces of work, supporting two students who made good use of the sessions. Change was seen both within Music Therapy sessions and within the classroom. We also co-facilitated a group with four young women with PMLD and complex needs. Interesting dynamics emerged around gender, with our trainee being the only male in a group that sometimes peaked at seven people (including ourselves and the class Teaching Assistant), and teenage identity, with some group members testing out different roles in the group, including leader, observer and participant.

As we return to school for the Autumn term, I will be continuing with two pieces of individual work; one is a long term piece of work with a looked-after child, the other individual began sessions last term and is making good use of the space, so I am looking forward to seeing how the work develops this year. Having spent a transition morning at Mandeville, I am also looking forward to beginning work with a young person whom



Gemma Lenton-Smith has done fantastic work with, and who we agree will continue to benefit from Music Therapy as she transitions to high school.

St Ann's continues to develop itself, with further building work happening over the Summer holidays and work in progress as we return. This has brought new classroom spaces and refreshed old classrooms, ready for the children who return to school today.

GEMMA SHIFFNER
MUSIC THERAPIST

SENIOR MUSIC THERAPIST'S REPORT

In my role as Senior Music Therapist, I have continued to support our growing Music Therapy Team of four qualified Music Therapists and a Music Therapy Assistant by providing regular managerial and clinical supervision support to them. Additionally, I have chaired and led our team meetings taking place half termly.

This academic year our team worked together to create and then provide a presentation to the Board of Trustees at our Annual Workshop about the use of the Music Therapy Star in clinical practice. This was useful in helping the trustees understand more about the Therapists' work and how we apply the Music Therapy Star in measuring change and progress with the children and young people we work with.

Over the past year we have continued to link in with local universities that have Music Therapy training programmes by providing clinical placements for trainees. We have had two successful placements with trainees from University of Roehampton and Anglia Ruskin University.

I am very grateful to Ealing Music Therapy in fully funding three of the Music Therapy team to attend the British Association of Music Therapy (BAMT) conference in May this year. It was a fantastic opportunity to develop our professional development by participating in workshops and listening to a wide range of presentations based around clinical practice. I also was able to represent Ealing Music Therapy at the Trainee Event hosted at the BAMT conference by giving a brief overview and promoting the work the charity carries out.



Additionally, I am thankful to BAMT and particularly Andrew Langford the Chief Executive who has shared valuable knowledge and experience to support queries and concerns we have in maintaining Music Therapy services in schools. One area in particular has been the understanding of how Music Therapists can support families to have Music Therapy as part of their child's Education Health Care Plan (EHCP). I have also attended a few of the BAMT Providers meetings which again have provided opportunities of helpful professional sharing.

GEMMA LENTON-SMITH
SENIOR MUSIC THERAPIST

TREASURER'S REPORT

In the financial year 2023/24 Ealing Music Therapy has provided Music Therapy during the academic year for three days per week at Mandeville School, two days per week at Belvue School and one day per week at St Ann's, Springhallow and Selborne Primary School. We are very grateful to these schools for providing full funding for our Therapists.

Unfortunately, due to financial reasons, St John's Primary School was unable to continue funding Music Therapy in its school. The service terminated in the Autumn half term of 2022, after over 20 years.

We are noticing that schools in Ealing are facing difficult budget decisions. This year, Selborne Primary School advised that, after two years of Music Therapy provision, they were unable to continue to fund Music Therapy for the 2024/25 academic year.

We are very grateful that all our remaining schools - Belvue, Mandeville, St Ann's and Springhallow - are able to continue working with us to provide Music Therapy provision for their next school year. This secures a firm financial base, enabling us to deliver Music Therapy in financial year 2024/25.

Our schools tell us how much they value Music Therapy. This is very encouraging given that awareness around the value of Music Therapy is not yet at the same level as more well-known support such as Speech and Language Therapy.

Our vision and strategy for the next 10 to 20 years is to expand the provision of Music Therapy to every child who could benefit from it in the London Borough of Ealing, to raise awareness of the value of Music Therapy, and to raise the profile of Ealing



Music Therapy. The demand is enormous, with potentially 850 pupils with additional needs in Ealing who could benefit. Today we provide Music Therapy to 70-80 children per year.

We have now widened our vision and are planning to start a Saturday Service for 4-11 year olds with Autism and additional needs who cannot access Music Therapy in their nursery or primary school.

To realise our expansion vision, we have made several grant and funding applications to build our operational management capability. As a result, we are delighted that we have now employed an Operations Manager and a Music Therapy Assistant on a part-time basis.

We are extremely grateful to the Postlethwaite Music Fund, the Ealing Co-op Local Community Fund (with contributions being made by local Co-op members), and in particular the John Lyons Charity which has awarded us a grant of £20,000 for three years.

As part of our plans to start a Saturday Music Therapy Service, we have made several funding applications to grant providers, and we are awaiting the outcome of these.

Our income remains short term, i.e. the schools renew their funding on an annual basis. To meet our contractual and statutory obligations, our cash reserves policy is to notionally maintain 75% of annual operating costs as Restricted Reserves; with Unrestricted/Undesignated Reserves at around 3 months operating costs.

Donations and Contributions 2023-2024 (in £)

Donor	Amount
The Postlethwaite Music Fund	£1,000
Co-op Community Fund	£4,022
The John Lyons Charity	£20,000

STATEMENT OF FINANCIAL ACTIVITIES

FOR THE YEAR ENDED 31 MARCH 2024

INCOME	TOTAL	RESTRICTED	UNRESTRICTED	2023
Income from schools	£82,115	£82,115	£0	£75,690
Donations	£130	£0	£130	£46
Bank Interest	£1,838	£0	£1,838	£317
Grants	£25,022	£21,000	£4,022	£13,680
Total Income	£109,105	£103,115	£5,990	£89,742
EXPENDITURE	TOTAL	RESTRICTED	UNRESTRICTED	2023
Salaries	£80,262	£80,262	£0	£66,290
Training/Supervision	£1,414	£1,414	£0	£2,047
PR/Publicity /Website	£1,342	£1,342	£0	£558
Other costs	£4,074	£4,004	£70	£1,888
Total Expenditure	£87,092	£87,022	£70	£70,783
Surplus/ (Deficit) for the year	£22,013	£16,093	£5,920	£18,959
Balance B/Fwd	£82,110	£74,447	£7,663	£18,959
Transfer		£12,626	£12,626	£0
Closing Funds	£104,123	£77,915	£26,209	£82,110

BALANCE SHEET AS AT 31 MARCH 2024

ASSETS	2024	2023
Net Assets - Bank Balance	£104,123	£82,110
Financed by: Restricted and Unrestricted Reserves	£104,123	£82,110

INDEPENDENT EXAMINER'S REPORT

We have examined Income and Expenditure Accounts and the supporting information from the records.

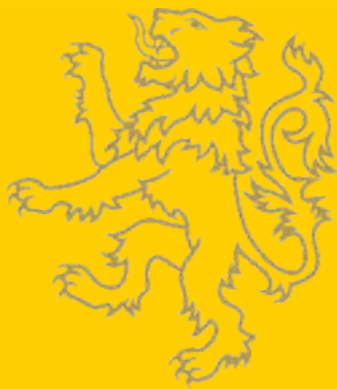
In our opinion, the financial statements give a true and fair view of the state of affairs of the private fund of The Ealing Music Therapy Project as at 31 March 2024, and of its surplus for the year ended on that date.

BHANOT & CO.
INDEPENDENT EXAMINER
CHARTERED ACCOUNTANTS
SIGNED 16/7/2024



THANK YOU

FOR YOUR SUPPORT



JOHN LYON'S
CHARITY



The *Postlethwaite*
Music Foundation



ealing
music
therapy

ealingmusictherapy.org / info@ealingmusictherapy.org

Ealing Music Therapy, 126-128 Uxbridge Road, Ealing, London W13 8QS
Registered Charity No. 801405

THE EALING MUSIC THERAPY PROJECT

FINANCIAL STATEMENTS

FOR THE YEAR ENDED

31 MARCH 2024

**The Ealing Music Therapy Project
Accounts for the Year to 31 March 2024**

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Balance Sheet	2
Notes	3
Independent Examiners Report	4


**The Ealing Music Therapy Project
Statement of Financial Activities
for the year ended 31 March 2024**

	<u>Notes</u>	<u>2024</u>	<u>2024</u>	<u>2024</u>	<u>2023</u>
INCOME		Total	Restricted	Unrestricted	
		£	£	£	£
Belvue School		£ 20,220	£ 20,220		£ 21,669
Mandeville School		£ 29,880	£ 29,880		£ 19,080
St Ann's School		£ 10,110	£ 10,110		£ 9,380
St John's School		£ 1,685	£ 1,685		£ 9,380
Springhallow School		£ 10,110	£ 10,110		£ 6,810
Selborne Primary School		£ 10,110	£ 10,110		£ 9,380
Donations		£ 130		£ 130	£ 46
Bank Interest		£ 1,838		£ 1,838	£ 317
Grants	3	£ 25,022	£ 21,000	£ 4,022	£ 13,680
Total Income		£ 109,105	£ 103,115	£ 5,990	£ 89,742
EXPENDITURE					
Salaries	1	£ 80,262	£ 80,262		£ 66,290
Instruments & Equipment		£ 437	£ 437		£ 426
Hall Rental		£ 373	£ 373		£ 125
Travel		£ 136	£ 136		
Printing & Stationery		£ 8		£ 8	
Administration		£ 1,503	£ 1,503		
Insurance		£ 1,015	£ 1,015		£ 895
PR/Publicity/Website		£ 1,342	£ 1,342		£ 558
Training/Supervision		£ 1,414	£ 1,414		£ 2,047
Miscellaneous/Petty Cash		£ 40		£ 40	£ 64
Payroll services		£ 540	£ 540		£ 360
Bank charges		£ 22		£ 22	£ 18
Total Expenditure		£ 87,092	£ 87,022	£ 70	£ 70,783
Surplus/(Deficit) for the year		£ 22,013	£ 16,093	£ 5,920	£ 18,959
Balance B/Fwd		£ 82,110	£ 74,447	£ 7,663	£ 63,151
Transfer			-£ 12,626	£ 12,626	
Closing Funds		£ 104,123	£ 77,915	£ 26,209	£ 82,110

**The Ealing Music Therapy Project
Balance Sheet
As at 31 March 2024**

	Notes	£	<u>2024</u> £	£	<u>2023</u> £
Assets:					
Bank Balance @ 31/03					
Triodos Social Venture Current A/C			£ 1,425		£ 1,149
Triodos Business and Charity Deposit			£ 102,698		£ 80,960
Net Assets			<u>£ 104,123</u>		<u>£ 82,110</u>
Financed by:					
Private Fund Account:					
Reserves B/Fwd @ 1 April 2023			£ 82,110		£ 63,151
Surplus/(Deficit) for the year			£ 22,013		£ 18,959
Restricted Reserves	2	£ 77,915		£ 74,447	
Unrestricted Reserves	2	£ 26,208		£ 7,663	
Reserves C/Fwd @ 31 March 2024			<u>£ 104,123</u>		<u>£ 82,110</u>

Santosh Bhanot - Chair



Date: 30/7/24

Colin Lenton-Smith- Treasurer



Date: 20/7/24

**The Ealing Music Therapy Project
Notes to the Accounts
for the year ended 31 March 2024**

	Note		
Salaries Allocation	1	<u>2024</u>	<u>2023</u>
		£	£
Music Therapists, Music Therapy Assistant, and Operations Manager		62,118	50,386
PAYE and National Insurance		14,837	13,419
Nest pension payment		3,307	2,484
		<u>80,262</u>	<u>66,290</u>
Reserves	2	£	£
Restricted reserves contingency B/Fwd		74,447	55,255
Current Year Surplus/(Deficit)		16,094	19,192
Transfer		(12,626)	
		<u>77,915</u>	<u>74,447</u>
Unrestricted - Undesignated reserves contingency b/fwd		7,663	7,896
Current Year Surplus / (Deficit)		5,919	(233)
Transfer		12,626	
		<u>26,208</u>	<u>7,663</u>
Total Reserves C/Fwd		<u>104,123</u>	<u>82,110</u>
Grants received	3		
Postlethwaite Music Fund		1,000	
John Lyons Charity		20,000	
Co-op Community Fund		4,022	
		<u>25,022</u>	<u>13,680</u>

**The Ealing Music Therapy Project
Independent Examiner's Report
Accounts for year to 31 March 2024**

We have examined Income and Expenditure Accounts and the supporting information from the records.

In our opinion the financial statements give a true and fair view of the state of affairs of the private fund of The Ealing Music Therapy Project as at 31 March 2024, and of its surplus for the year ended on that date.



Bhanot & Co.
Independent examiner
Chartered Accountants

Date: 16/7/24

EALING MUSIC THERAPY PROJECT

England & Wales - Charity number 801405

Accounts

EALING MUSIC THERAPY



ANNUAL REPORT
2022 - 2023



Ealing Music Therapy
126-128 Uxbridge Road
Ealing
London W13 8QS

Registered Charity No. 801405

ABOUT

Ealing Music Therapy (EMT) is an independent charity providing Music Therapy to children and young people in schools across the Borough of Ealing.

Established in the 1990s, EMT continues to expand with a vision to be available to all children and young people who can benefit, particularly children with special needs, by 2030.

Music therapy is a powerful clinical intervention delivered by Music Therapists trained to a master's level in the application of music as a therapeutic and psychosocial tool.

Our Music Therapists use music to form a therapeutic dialogue with children to support them to reach their potential. We see children with a wide variety of disabilities and additional needs including:

- Challenging behaviour
- Social and communication difficulties
- Psychosocial and emotional needs
- Loss and bereavement

Therapy sessions aim to nurture spontaneous responses to rhythm, sound and music-making, using music-based therapeutic approaches to meet individual needs.

The Therapist helps the child/young person make links in a dynamic way between how they play out their feelings and access their emotions, increasing self-awareness and creativity.

The universal language of music makes the therapeutic process accessible to children/young people from diverse cultures and languages.



2

CHAIRPERSON'S REPORT

It is with trepidation and excitement that I took up the chair position at EMT this year, after serving for over 20 years as a Trustee. This has been a year of welcoming a new Board with Saz Vora, Walid El-Yafi, Cidalia Mendes and Rachael Nolan, all with specialist skills, enriching decision making and strategy. I would like to thank them for this as we move into another gear.

Colin Lenton-Smith continues as Treasurer and takes on the position as Hon. Secretary. I thank him for his dedication and commitment to bringing EMT through this challenging year – we have spent many hours looking at strategy, funding, recruitment and avenues of growth.

Our Music Therapists are committed and passionate in providing supportive Music Therapy in the 6 schools we support, and I thank our highly experienced Therapists Gemma Schiffner, Omer Plotniarz, and welcome our new Therapist, Robert Simonis. Gemma Lenton-Smith, our Senior Therapist, continues in providing solid leadership, guidance and support to the Therapist Team, and continues with her clinical work and interactions with the Board.

We continue our Music Therapy Service in schools that have been significant partners - Mandeville, Belvue, Springhallow, St Ann's and St John's - over the many years that we have provided Music Therapy to their pupils, and welcome Selborne this year. I have had a chance to speak to the Heads of School/Special Needs Departments, allowing me to share our new growth vision – 'To provide Music Therapy to children and young people in the London Borough of Ealing who can benefit from Music Therapy'. I look forward to sustaining this partnership in the coming years.

3

EMT's approach to Music Therapy is unique. Our Music Therapists work closely with the school's multi-disciplinary team and as an integral part, alongside teaching staff, to implement the best programme for pupils, ensuring optimum outcomes.

The feedback from the schools on the benefits of Music Therapy is excellent. Teacher Endorsement on one pupil's improvement was: "There is noticeable impact on behaviour, (calmer, more focused in class as a direct result of Music Therapy) and (his) ability to work through difficulties, emotions and talking through things."

Moving forward, this year we laid the foundation for our exciting vision. Our ambitious target aligned to our vision is to expand from 85 pupils today to 850 pupils - the number considered could benefit from Music Therapy in the Borough of Ealing - by 2035. We believe that, with the help of the right strategic partnerships, grants, business and community support, EMT is well placed to take this transformative expansion step and provide Music Therapy to more pupils.

As part of this future development, we held a consultant-led workshop with our new board and therapists. I thank Harsh Taneja for her exceptional skills in navigating us towards a comprehensive foundational growth strategy.

EMT's Core Objective is to build awareness and support for Music Therapy as a validated Clinical Intervention, and of our charity - EMT, offering Music Therapy in schools.

3 pillars for growth emerged:

- Build on the existing foundation and knowledge to sustain, develop and grow EMT
- Build awareness and expand target reach to schools, Council, families and businesses
- Engage and create a group of Supporters and 'Friends of EMT' who can partner and help grow awareness of Music Therapy and EMT.

For the last 35 years, the Board has managed to support and sustain Music Therapy in Special Educational Needs (SEN) schools, enabling us to build and qualify a Music Therapy delivery model.



4

For further growth, we urgently need an Operations Team. Funding is the main driver for growth and specifically for building our Operations Team. I am grateful to Baily Thomas Charitable Fund, Clarion Housing Association and Pathway Housing Association, who have provided much needed grant funding to start moving towards building this Team. We will use these funds for school's service co-ordination and develop and launch a comprehensive marketing and financial plan to help us engage stakeholders in realising our vision.

Thank you to Bhanot & Co, Chartered Accountants, Andrew Whadcoat, Co-op Local Community Fund, Postlethwaite Music Fund, Young Ealing Foundation and especially to John Lyon's Charity who have supported us this far in our vision.

There is so much we as a team would like to achieve and things feel as if they are moving towards our goals.

Warmest wishes

SANTOSH BHANOT PHD FRSA
CHAIRPERSON
EALING MUSIC THERAPY

IMPACT REPORT



Ealing Music Therapy case study

Dara is 5 years old with Batten Disease resulting in difficulties with her ability to speak, eat, see and walk. Dara attends a special needs school. Dara's family were finding it hard to communicate and interact with her, but Dara loved music and would smile and vocalise when songs were played to her. The school referred the family for Music Therapy for three

months. Using a musical instrument app, Dara was able to play harps, guitars and keyboards allowing her to take control of her music-making, giving her a voice. The family wrote a song about Dara and her likes from the past and present, creating a song reflecting the family's good times.

The family said how beneficial Music Therapy had been for them. Musical activities from the sessions continue to be used by her teacher to provide an enjoyable environment for Dara, helping her to take part in class activities.

IMPACT

6

Schools supported in the Borough of Ealing.

47

Individual & group sessions.

74

Pupils benefitted.

Our Music Therapists and Trainees supported a wide range of students with different needs, challenges and goals...



THERAPISTS' REPORT

Belvue School

Belvue is a Secondary School for students with a range of Learning Disabilities, Emotional and Behavioural Difficulties, and Autism. For many years, Music Therapy has been an integral part of the school's landscape and is part of their multi-disciplinary team's offering.

The Music Therapy provision offered by Ealing Music Therapy includes individual, group and spontaneous sessions that include staff members that support the setting when needed. The children in the school have been referred to music therapy with various aims such as supporting emotional wellbeing, developing social and communication skills, as well as increasing self-esteem and a sense of achievement.

During the 2022-2023 academic year, 13 students received regular Music Therapy sessions within an individual setting and 11 in a group setting. The Music Therapy provision is spread between the different age groups in the school and involves close work with the staff and other professionals working in the setting.

We also introduced Music Therapy to Ken Acoc, the school's outreach building. This allowed more students to participate and benefit from Music Therapy. The work at the Ken Acoc building focused on the new year 7 students and their transition to a secondary school setting. We ran a class-based group which aimed to help students form relationships and develop their social skills, while creating group cohesion.



The students had the opportunity to participate in 'call and response' and turn-taking activities. They shared valuable creative activities with their peers; listening to them, hearing them and acknowledging them. During this time, staff regularly reported that the group had a direct effect on the students' confidence and self-esteem. Running the group also allowed me to familiarise myself with the students' needs and to identify individuals that would benefit from 1:1 provision.

Following the group setting I continued to work with 2 students individually, focusing on supporting their mental health and emotional wellbeing. The group setting also 'broke the ice' between the students and myself - they were familiar with Music Therapy and there was trust in the process.

The work at Ken Acock's building has proved to be very successful and will continue in the next academic year.

OMER PLOTNIARZ MUSIC THERAPIST

Mandeville School

Mandeville is an LEA maintained primary day community special school for pupils with Severe Learning Difficulties and who may have additional physical medical and/or sensory disabilities or Autism. The pupils come from a wide variety of cultural and social backgrounds.

The school accommodates children aged between 2 and 11 years old. It is split into two sections - Autism provision and Severe/Profound and Multiple Learning Disabilities (SLD/PMLD) provision.

The Music Therapy provision at Mandeville School is currently two days per week and will be extending to three days in September 2023.

Models of Music Service Delivery: group, pair-work and individual sessions. Music Therapy is part of the multi-disciplinary team which involves 4 part-time Paediatric

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The clinical work has included working with children from nursery age to year 6 both in the Autism provision and the Severe/Profound and Multiple Learning Disabilities (SLD/PMLD) provision.

The children have been referred to Music Therapy this year for a variety of different referral reasons including needing emotional support due to anxiety, working on building positive relationships with others, sudden illness in the family environment, changes both in school and at home, developing pre-verbal communication skills, social interaction and attention skills, helping maintaining skills due to degenerative conditions and working on peer relationships.

Within the academic year I was asked by Mandeville to provide two days of Music Therapy sessions during the Saturday 'Come and Play' sessions. It was a lovely opportunity to meet and work with some of the parents/carers and siblings of the children who attend Mandeville School and also children of whom I have not worked with previously. Teaching staff supporting the day took some wonderful photos to showcase the sessions provided.

We had the privilege of having a member of the John Lyon's Partnership First Team visit Mandeville school to understand more about the Music Therapy Service and what it provides in supporting the children in the school. It was an extremely positive experience with fantastic feedback on the service we provide. Mandeville have continued to help and support my Continuing Professional Development, allowing me to attend staff training and courses including safeguarding training.

Many thanks to Mandeville School who have very much supported and valued having Music Therapy throughout this year. In particular a special thank you to Mundrika who has given her time on a number of occasions to speak of the benefits of Music Therapy in the school to support the charity funding applications that Ealing Music Therapy have made this year.

GEMMA LENTON-SMITH SENIOR MUSIC THERAPIST

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Occupational Therapists, 1 part-time Psychologist, 2 Paediatric Physiotherapists, an Assistant, 3 part-time Speech and Language Therapists and an Educational Social Worker.

Some individual Music Therapy programs work alongside occupational and speech and language targets enabling development of motor planning skills, sensory regulation, communication and social skills, linking in with Individual Education Plan goals.

As part of the Music Therapy provision, reports are provided after the initial assessment period, for annual reviews and at the end of therapy. When possible, the therapist attends annual reviews to report on the progress of the child within the Music Therapy setting.

Individual sessions last approximately 30 minutes each and group sessions can last up to 45 minutes. They take place in either the therapy room or the classroom depending on the purpose of the group.

Due to the complex communication, physical needs and socio-emotional stage of development of the children, some pupils may demonstrate challenging behaviours. As a result, therapy sessions can include LSA's to support the pupils through physical guidance to enable them to express and communicate safely within the therapeutic context. Individual work may focus on supporting the children's needs in different ways including physically, emotionally, socially, communicatively, and supporting sensory and emotional regulation.

Over the past academic year, ten children have received individual Music Therapy intervention. Additionally, a six week sibling pair-work session was carried out to support their relationship in class together. Furthermore a group named 'Find Your Voice' with 5 pupils was set up and jointly run with the school's Speech and Language Therapist for the full academic year. The aim of the group was to support children just beginning to find their voice either using words or vocal sounds. Through songs, using blowing instruments and exploring different vocal sounds, the children were able to develop these skills further, allowing them to feel more confident in using their voices to communicate with others around them.

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Selborne School

Selborne School is a three-form entry mainstream primary school in the Ealing Borough. The school also has an Additional Resourced Provision (ARP) with places for children with Autism, Social and Communication Difficulties, and Complex Learning Difficulties. The children within the ARP have daily opportunities to integrate into the mainstream part of the school with support alongside the specialist teaching in the ARP environment.

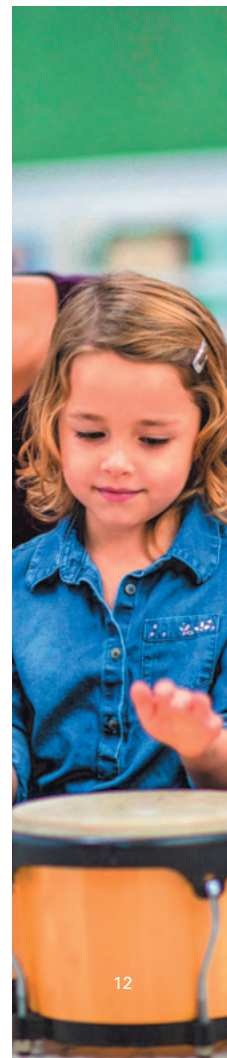
Models of Music Service Delivery: individual and group sessions (lasting 30-45 minutes dependant on the child's needs).

It has been very exciting to set up a new service at Selborne this academic year. Music Therapy is now one of the many clinical services bought into the school including Occupational Therapy, Speech and Language Therapy and Clinical Psychology. The Speech and Language Therapist in the ARP works on the same day as the Music Therapist which has given great opportunities for professional discussions and collaboration around working with the children.

This academic year the children have been referred to Music Therapy due to concerns around emotional, psychological, and child protection needs. Referrals are prioritised by the ARP Lead (who is also the Safeguarding Lead for the provision in the ARP) and the Deputy Head Teacher who is the Designated Child Protection Officer and Inclusion Lead for the children who access mainstream school.

Over the past academic year, four pupils from the ARP have received individual Music Therapy input and five children across the mainstream part of the school were part of a siblings group. The siblings group offered children across the school an opportunity to be in a safe, therapeutic environment to express different emotions and feelings linked to having siblings with additional needs. It also provided opportunities for children to be listened to and share aspects of themselves with their peers. The referral reasons for individual therapy ranged from

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supporting pupils who have experienced changes in their home life, child protection concerns, social and communication difficulties and having siblings with additional needs.

Music Therapy has provided a confidential space where the children have been able to express the different emotions they may be experiencing through the creative medium of music, supported by the Therapist. Their individual needs are met both musically and emotionally, helping them to process and come to terms with the difficulties they have faced. Each pupil has used the therapy space in different ways, some have used symbolic stories, music-making, songs, improvised music-making and music-based games as part of their process.

Additionally, the service provided transition groups with the two Year 6 classes at the end of the summer term. The groups provided an opportunity for the pupils to discuss and share with each other their thoughts and feelings of leaving primary school and moving on to high school as well as creating a class rap song incorporating their thoughts about transition.

Many thanks to Humera and Julie in being so supportive of the first year of Music Therapy in Selborne School and in helping it to be such a success. We are excited and grateful that a second year of the Music Therapy provision has been agreed for the next academic year, 2023-2024.

GEMMA LENTON-SMITH SENIOR MUSIC THERAPIST

Springhallow School

Springhallow School is an LEA maintained community special school for pupils aged 4-16 years with a diagnosis of Autism. The pupils at the school have Learning Disabilities ranging from moderate to severe. The school also has a post-16 site for 16 to 19 year olds in a separate location.

Music Therapy provision in Springhallow is one day per week, which is generally five sessions of individual and/or group work.

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St Ann's School

St Ann's School is a secondary special needs school for young people with complex needs. Many students have a dual diagnosis of Severe Learning Difficulties and Autism Spectrum Disorder, or complex medical conditions, severe communication disorders, sensory impairments or challenging behaviour. St Ann's accommodates young people aged between 11 and 19 years old, with one or two students staying until 21 or 22 years of age if their needs are not able to be met elsewhere.

Ealing Music Therapy provides one day a week of therapy at the school. Music Therapy is part of the multi-disciplinary team which involves a part-time Occupational Therapist, Physiotherapist and Assistant, Speech and Language Therapist, and full-time Educational Social Worker.

Music Therapy is delivered as group or individual sessions, and is often long term, lasting up to one academic year and sometimes beyond. Teaching Assistants will often join the Music Therapy sessions, supporting young people who struggle with anxiety and/or challenging behaviour. Therapeutic work may focus on supporting the young people's needs in different ways including physically, emotionally, socially and communicatively.

In the first half of the academic year I was able to offer five individual sessions, working with a range of young people across the school. I began a piece of work with a youngster who had transitioned from Mandeville, continued work with a 21 year old young man with Acquired Brain Injury, a child from Telstar with high sensory needs, a hard to reach younger teenager and a mid-age teenager who spent much time in anxious and repetitive routines.

Each session needed careful thinking and I found myself reaching out to class teams and multidisciplinary colleagues for information and supportive ideas. It has been particularly useful, for instance, to integrate one young person's Occupational

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I graduated from university in the summer of 2022 and became part of the Ealing Music Therapy Service Team in November 2022. I immediately began working at Springhallow School where I have completed two full terms.

During the 2022-23 academic year, I have seen five individual pupils with each session lasting 30 minutes. The pupils have been referred to Music Therapy for support in communication skills, emotional regulation and self-expression. The main focus within the sessions is to build a therapeutic relationship between the pupil and I by attuning to their wants and needs. It is important that the pupil feels safe and secure within the boundaries of the therapy space to allow them to be creative in their play. The sessions usually involve free musical improvisation, song singing, turn-taking exercises and creative play which assist in the social interactions between the pupils and I, as well as creating a platform to allow them to express themselves in different ways.

Over the year, the pupils have shown an improvement in their confidence, emotional wellbeing and overall interaction with me within the Music Therapy sessions. One pupil I work with had struggled for years to make everyday choices. During the end of last year, he was selecting various bells for himself and his TAs to play with as well as the ability to choose the songs he'd like to sing without any prompting.

Music Therapy at Springhallow continues to be valued and well supported. I'd like to thank the staff at Springhallow for supporting me and helping me settle into my new role as a Music Therapist this year.

I'd also like to thank EMT for giving me the opportunity and support to begin my journey as a Music Therapist and for welcoming me into the EMT Service Team.

ROBERT SIMONIS MUSIC THERAPIST

Therapy program into our Therapy sessions, meeting his regulatory needs as a baseline, so the communication and interaction are more possible.

In the second half of the academic year I was joined by Music Therapy Trainee Hsing-Chen Lin, on placement from Roehampton University. This meant a change of timetable to accommodate an individual client for Hsing-Chen, and time to offer Clinical Supervision each week.

Hsing-Chen was able to offer 13 sessions to her client over the course of the placement, and also co-facilitated a group with me. As we were also joined by a TA from the class for this group session, this meant a 1:1 ratio of adults to young people in the group which was a real treat! This enabled us to do an intensive piece of work, working on group aims of noticing others, and turn-taking, and individual aims of managing anxiety, becoming more assertive and becoming more expressive.

We have been able to feed back the outcomes of the group to the class teacher, using video clips, and consider how successful strategies such as sensory music play can be transferred into the classroom.

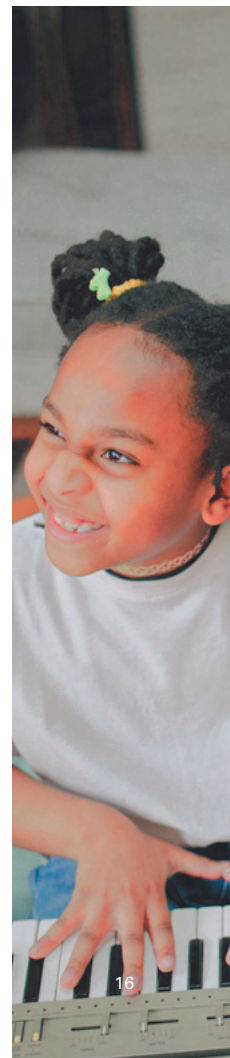
St Ann's itself has moved through some transitions this year, saying goodbye to long term Head of School, Gillian, and welcoming new Head, Timmy.

OFSTED visited and found that St Ann's remains an Outstanding School, and phase one building work began on the school improvement and expansion plan. Given the amount of changes, the school remains a calm and positive environment, and I am looking forward to the new school year in September.

GEMMA SHIFFNER MUSIC THERAPIST



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St John's School

St John's is a mainstream LEA maintained primary school for children aged between 3 and 11 years old. Currently EMT provides one day a week of Therapy during term-time.

Models of Music Service Delivery: Individual and group sessions (lasting 30-45 minutes dependant on the child's needs).

Music Therapy is part of the multi-disciplinary team which involves a Paediatric Occupational Therapist, a small team Speech and Language Therapists and a team of 'Place2Be' Counsellors.

Children are referred to Music Therapy due to concerns around emotional, psychological and child protection needs. Referrals are prioritised by the Senior Leadership Team. Music Therapy is very much embedded in the safeguarding process within the school alongside 'Place2Be', a counselling service also in the school. The emotional needs of the children are regularly discussed and prioritised within weekly safeguarding meetings which form the initial beginnings of the referral process to Music Therapy.

Over the past academic year, six pupils have received individual Music Therapy input, two siblings received short-term pair-work and four pupils were part of a group run by a trainee Music Therapist (from Roehampton University) on placement at St Johns School in the summer term.

The referral reasons for therapy have ranged from supporting pupils who have experienced bereavement, illness within the family home, changes in their home life, child protection concerns, social and communication difficulties, and living with challenges due to medical conditions.

Music Therapy has provided a confidential space where the children have been able to express the different emotions they may be experiencing through the creative medium of music; supported by the Therapist, their individual needs are met both musically and emotionally, helping them to process and come to

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TREASURER'S REPORT

In the financial year 2022/23, EMT has provided Music Therapy during the academic year for two days per week to **Mandeville and Belvue schools** and one day per week to **St Ann's, St John's and Springhallow Schools** and **Selborne Primary**. We are very grateful to these schools for providing full funding for our Therapists.

Unfortunately, at the end of the June, St John's Primary School advised EMT that due to its financial issues they will be terminating EMT's Music Therapy service after the autumn half term in the 2023/24 academic year. This is a great disappointment as EMT has been working with St John's for over 20 years.

We were delighted to receive a request from Mandeville School for EMT to provide Music Therapy for a third day in the 2023/24 academic year as a result of Mandeville's expansion programme. We are very grateful that all the remaining schools, Belvue, Mandeville, St Ann's, Springhallow and Selborne have paid for the services for the next school year securing a firm financial base for Music Therapy for the financial year 2023/24; equally importantly, this emphasises how much the schools value the contribution of Music Therapy, given that it does not yet rank alongside established support such as Speech and Language Therapy.

EMT's vision and strategy for the next 10 to 20 years is to expand the provision of Music Therapy to children who have special needs in schools in the London Borough of Ealing and to raise the awareness of EMT in Ealing. The demand is enormous, with potentially 850 pupils with special needs in Ealing who could benefit from Music Therapy; today we provide Music

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terms with the difficulties they have faced. Each pupil has used the therapy space in different ways, some have used symbolic stories, music-making, songs, improvisation and music-based games as part of their process.

Additionally the service provided two transition groups with Year 6, jointly run with the Place2Be co-ordinator. The groups provided an opportunity for the pupils to discuss and share with each other their thoughts and feelings of leaving primary school and moving on to high school. In the final session, the class created and recorded their own rap song incorporating their thoughts about transition.

I have continued with my part-time PhD studies at Roehampton University exploring the role of Music Therapy within a primary mainstream school. This academic year I have focused on the video analysis of clinical session of the children who were part of the research project from the school.

The analysis will explore how Music Therapy has supported changes in emotional attunement over the therapy period for each child. Which in turn supports in developing positive relationships with others around them. I had the privilege to present at the Music Therapy Charity conference in October 2022 on the findings of the first year of focus groups exploring how teachers in the school viewed the Music Therapy Service.

I want to take this opportunity to thank all the teachers I have worked closely with at St John's, who have very much supported and valued having Music Therapy over the past eight years I have been in the school. I hope that my research project will highlight the value of having such a service in a primary mainstream school.

GEMMA LENTON-SMITH
SENIOR MUSIC THERAPIST

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Therapy to over 70 children per year.

To realise this vision, EMT has made several grant funding applications in order to build its operational management capability to be in position to offer additional Music Therapy sessions to schools within Ealing. We are extremely grateful to the following organisations who have awarded grants to EMT in the current financial year: **Baily Thomas Charitable Fund; Pathway Housing Association; Clarion Housing Association.**

EMT was selected by the **Co-op Local Community Fund** in October 2022 to be one of three charities in Ealing with contributions being made by Co-op members over the next 12 months.

Our income remains short term – i.e. the schools renew their funding on an annual basis – EMT's cash reserves policy is to notionally maintain 75% (9 months) of the annual operational costs as a reserve to meet its contractual and statutory obligations.

DONATIONS AND CONTRIBUTIONS 2022-2023

DONOR	AMOUNT
Baily Thomas Charitable Fund	£3,000
Pathway Housing Association	£7,500
Clarion Housing Association Community and Environment Fund	£3,180

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THE TEAM

Music Therapists

- Gemma Lenton-Smith, Senior Music Therapist
- Omer Plotniarz, Music Therapist
- Gemma Shiffner, Music Therapist
- Robert Simonis, Music Therapist

The Therapists are highly experienced personnel with a post-graduate qualification in Music Therapy. The Music Therapists are responsible to the Board of Trustees of EMT. They receive regular support and supervision, both on a day-to-day basis and at a clinical level.

Music Therapy Assistant

Music Therapy Assistant, Rebecca Gleave, provides marketing and administrative support to the Board of Trustees, and takes on administrative and practical roles to support the Music Therapists in school.

Trustees

Santosh Bhanot, Walid El-Yafi, Colin Lenton-Smith, Saz Vora, Rachael Nolan and Cidalia Mendes.



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STATEMENT OF FINANCIAL ACTIVITIES

FOR THE YEAR ENDED 31 MARCH 2023

INCOME	TOTAL	RESTRICTED	UNRESTRICTED	2022
Income from schools	£75,690	£75,690	£0	£69,143
Donations	£46	£0	£46	£46
Bank Interest	£317	£0	£317	£32
Grants	£13,680	£13,680	£0	£0
Total Income	£89,742	£89,379	£363	£69,221
EXPENDITURE	TOTAL	RESTRICTED	UNRESTRICTED	2022
Salaries	£66,290	£66,290	£0	£61,554
Training/Supervision	£2,047	£2,047	£0	£1,392
PR/Publicity /Website	£558	£40	£518	£2,057
Other costs	£18,880	£18,100	£78	£1,709
Total Expenditure	£70,783	£70,187	£596	£66,712
Surplus/ (Deficit) for the year	£18,959	£19,192	£-233	£2,509
Balance B/Fwd	£63,151	£55,255	£7,896	£60,642
Closing Funds	£82,110	£74,447	£7,663	£63,151

BALANCE SHEET AS AT 31 MARCH 2023

ASSETS	2023	2022
Net Assets - Bank Balance	£82,110	£63,151
Financed by: Reserves C/Fwd @31 March 2023	£82,110	£63,151

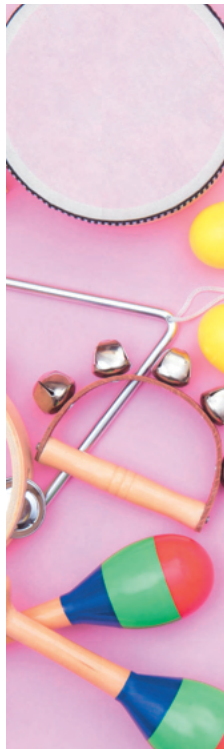
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INDEPENDENT EXAMINER'S REPORT

We have examined Income and Expenditure Accounts and the supporting information from the records.

In our opinion, the financial statements give a true and fair view of the state of affairs of the private fund of Ealing Music Therapy Project as at 31 March 2023, and of its surplus for the year ended on that date.

BHANOT & CO
INDEPENDENT EXAMINER
CHARTERED ACCOUNTANTS
SIGNED 15/8/2023



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WE THANK YOU FOR YOUR SUPPORT

Baily Thomas Charitable Fund
Clarion Futures
Co-op
Pathways

The Baily Thomas
Charitable Fund



ealingmusictherapy.org
info@ealingmusictherapy.org

The Ealing Music Therapy Project
Accounts for the Year to 31 March 2023

THE EALING MUSIC THERAPY PROJECT

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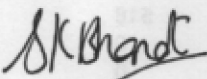
The Ealing Music Therapy Project
Balance Sheet
As at 31 March 2023

	<u>Notes</u>	<u>2023</u>			<u>2022</u>
INCOME		Total	Restricted	Unrestricted	£
		£	£	£	£
Belvue School		21,669	21,669	0	14,543
Elthorne Park High School		0	0	0	8,309
Mandeville School		19,080	19,080	0	17,450
St Ann's School		9,380	9,380	0	8,725
St John's School		9,380	9,380	0	8,725
Springhallow School		6,810	6,810	0	8,725
Coston School		0	0	0	2,666
Selborne Primary School		9,380	9,380	0	0
Donations		46	0	46	46
Bank Interest		317	0	317	32
Grants	3	13,680	13,680	0	0
Total Income		89,742	89,379	363	69,221
EXPENDITURE					
Salaries	1	66,290	66,290	0	61,554
Instruments & Equipment		426	426	0	348
Hall Rental		125	65	60	300
Travel		0	0	0	6
Printing & Stationery		0	0	0	0
Postage		0	0	0	0
Insurance		895	895	0	865
PR/Publicity/Website		558	40	518	2,057
Training/Supervision		2,047	2,047	0	1,392
Miscellaneous/Petty Cash		64	64	0	174
Payroll services		360	360	0	0
Bank charges		18	0	18	16
Total Expenditure		70,783	70,187	596	66,712
Surplus/(Deficit) for the year		18,959	19,192	-233	2,509
Balance B/Fwd		63,151	55,255	7,896	60,642
Closing Funds		82,110	74,447	7,663	63,151

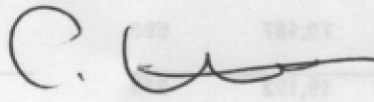
**The Ealing Music Therapy Project
Balance Sheet
As at 31 March 2023**

The Ealing Music Therapy Project
Statement of Financial Activities
for the year ended 31 March 2023

	Notes	2023	2022
		£	£
Assets:			
Bank Balance @ 31/03			
Triodos Social Venture Current Account		1,149	2,934
Triodos Business and Charity Deposit Account		80,961	60,217
Net Assets		82,110	63,151
Financed by:			
Private Fund Account:			
Reserves B/Fwd at 1 April 2022		63,151	60,642
Surplus/(Deficit) for the year		18,959	2,509
Restricted Reserves	2	74,447	55,255
Unrestricted Reserves	2	7,663	7,896
Reserves C/Fwd @ 31 March 2023		82,110	63,151


Santosh Bhanot - Chair

Date: 28/8/23..


Colin Lenton-Smith- Treasurer

Date: 4/9/23

**The Ealing Music Therapy Project
Notes to the Accounts
for the year ended 31 March 2023**

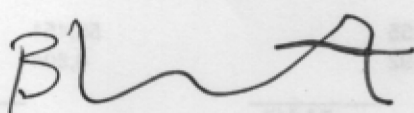
The Ealing Music Therapy Project
Independent Examiner's Report
Accounts for year to 31 March 2023

	Note	2023		2022	
		£	£	£	£
Salaries Allocation	1				
Music Therapists		50,386		46,142	
PAYE and National Insurance		13,419		12,910	
Nest payment		2,484		2,502	
			<u>66,290</u>		<u>61,554</u>
Reserves	2	£	£	£	£
Restricted reserves contingency B/Fwd		55,255		50,451	
Current Year Surplus/(Deficit)		19,192		4,804	
			<u>74,447</u>		<u>55,255</u>
Unrestricted reserves B/Fwd		7,896		10,191	
Current Year Surplus / (Deficit)		(233)		(2,295)	
			<u>7,663</u>		<u>7,896</u>
Total Reserves C/Fwd			<u>82,110</u>		<u>63,151</u>
3 Grants received	3				
Baily Thomas Charitable Fund		3,000.00			
Pathway Housing Association		7,500.00			
Clarion Futures Community Youth Grants		3,180.00			
			<u>13,680.00</u>		<u>0.00</u>

**The Ealing Music Therapy Project
Independent Examiner's Report
Accounts for year to 31 March 2023**

We have examined Income and Expenditure Accounts and the supporting information from the records.

In our opinion the financial statements give a true and fair view of the state of affairs of the private fund of The Ealing Music Therapy Project as at 31 March 2023, and of its surplus for the year ended on that date.


Bhanot & Co.
Independent examiner
Chartered Accountants

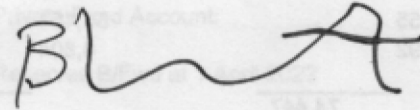
Date:.....
15/8/23

**The Ealing Music Therapy Project
Independent Examiner's Report
Accounts for year to 31 March 2023**

The Ealing Music Therapy Project
Notes to the Accounts
for the year ended 31 March 2023

We have examined Income and Expenditure Accounts and the supporting information from the records.

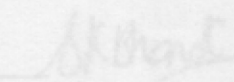
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Bhanot & Co.
Independent examiner
Chartered Accountants

15/8/23

Date:.....



Colin Lenton - Chair

£0.00
£200.00
£180.00

0.00

£1,800.00

EALING MUSIC THERAPY PROJECT

England & Wales - Charity number 801405

Accounts



ealing music therapy

Annual Report 2022

Academic year 2021 - 2022



www.ealingmusictherapy.org

Charity Registration Number 801405

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**1. CHAIRPERSON'S REPORT**

Ealing Music Therapy (EMT) has delivered services to six schools in the Borough during the academic year.

The individual school reports below and the Link Trustee report provide more detail on this.

As Coston Primary School were unable to fund another year of Music Therapy we were delighted when Belvue School said they needed an additional day. This has worked out well with Omer Plotniarz providing the service on both days – the school have also committed to carry this arrangement forward for the 2022-23 year. During the year we also

said goodbye to Rachael Hannah after 12 years with EMT and welcomed Elena Konstantinidi for 2 terms and Gemma Shiffner who enabled Gemma Lenton-Smith to start a new therapy service at Elthorne Park High School. You will find more details in later sections of this report.

Emily Johnson had been a Trustee of EMT for 3 years but decided to take up the challenge of a new role as 'Service Coordinator' so resigned as a Trustee before she was appointed. The Service Coordinator takes over some of the role of the Link Trustee managing the Therapist team and acting as the liaison with the schools.

I am very grateful to Emily and Gemma Lenton-Smith who together have led EMT through several changes during this year. We have an experienced team of Therapists who have worked hard to deliver services in a challenging post-pandemic world – thank you to them for their hard work in the schools.

We also launched a new website in the autumn of 2021 with a much-improved look and navigation – I am very grateful to Santosh who has led this work and brought the project to fruition.

Many of the changes during the year are driven by our strategy to increase awareness of the benefits of Music Therapy in the Borough and to make the service available to many more children.

Bhanot and Co. have again examined our accounts and we are very grateful to them for providing this service free to Ealing Music Therapy for many years.

Keith Pickering joined as a Trustee of EMT in 1996 when the Project was much smaller and in a difficult period with not enough income to sustain its activities. Keith had plenty of experience of

working at a senior level in business and brought a strong fiscal approach to EMT. Together with the rest of the Trustees, Keith ensured that EMT recovered from a near early demise and over the following years was run in a more financially sustainable way. In 2019 Keith handed over the Treasurer role to Colin Lenton-Smith but stayed on as a Trustee to enable a smooth transition. Keith retired during this academic year after over 25 years of service – I am enormously grateful to him and have always appreciated Keith's humour and good will together with his steady hand and wish both Keith and Sandy the very best for the future. He has left EMT in a much stronger financial position to help enable EMT to realise its strategy.

Towards the end of the summer term, we welcomed two new Trustees to EMT – Saz Vora and Walid El-Yafi. Both Saz and Walid bring a range of new experience to the Board and strengthen our team as we seek to take EMT forwards.

Thank you to all the Trustees for their continued commitment to the work of EMT.

Andrew Whadcoat



2. THERAPISTS' REPORT

All EMT therapists are State Registered Arts Therapists (music) registered with HPC (www.hpc.org).

EMT is based in the following settings across the Borough: Primary Schools (including Mainstream Speech and Language Units, Special Needs and Mainstream schools) and Secondary Schools (Mainstream S.E.N Departments and Special Needs Schools).

St Ann's School

St Ann's school is a secondary special needs day school for young people with autism, severe learning difficulties and profound and multiple learning difficulties. Many students have a dual diagnosis of SLD and ASC, or complex medical conditions, severe communication disorders, sensory impairments, or challenging behaviour. St Ann's accommodates young people aged between 11 and 20 years old (some pupils were able to stay for an extra year due to the pandemic limiting their last year in school). Ealing Music Therapy provides one day a week of therapy at the school.

Music Therapy is part of the multi-disciplinary team which involves a part-time occupational therapist, physiotherapist and assistant, speech and language therapist, and full-time educational social worker.

Models of Music Service Delivery: Group and Individual sessions

Due to the complex communication, physical needs and socio-emotional stage of development of the children, some pupils may demonstrate challenging behaviours. As a result therapy sessions can often include teaching assistants to support the pupils through physical guidance to enable them to express and communicate safely within the therapeutic context. Individual work may focus on supporting the young people's needs in different ways including, physically, emotionally, socially and communicatively.

In the first half of this academic year, I saw 4 individual pupils and one group. The group was originally conceived as a joint Music Therapy, and Speech and Language Therapy group, and was for 4 teenage girls from the same class, along with a teaching assistant. Unfortunately, due to long term sick leave the SLT was unable to join, so I ran the group as a Music Therapy group with joint SLT aims, guided by the original input of the SLT. The group had a really adolescent feel, with the girls choosing favourite tracks from Spotify to play along with and dance to, incorporating free play and music movement in age-appropriate ways. As the class teacher was also off on long term sick leave, the feedback from the teaching assistants was that the group was a real highlight for staff and students as it brought

something playful to the usual communication and interaction aims that they were trying to facilitate in class. After the group came to an end, the TAs were able to identify some parts of the session that they aimed to continue to facilitate themselves, in class time.

In the second half of the year, I have seen 3 individuals and also facilitated a leavers' group, working with 3 pupils who were transitioning to college, along with a TA from class. In this semi-structured group, we thought about change in a variety of ways. Using photographs, we thought about each young person's journey through childhood, primary school, and their time at St Ann's. I also created a PowerPoint presentation with pictures of the colleges the young people were transitioning to, reflecting on each idea with a feelings board, which the young people used effectively to express their happiness, worry, and excitement about going to college. Musical games helped to bring the young people together in play, and again Spotify song choice brought a young adult feel to the group, with the pupils using instruments to punctuate their favourite tracks.

As a new therapist starting early in the academic year, I have been warmly welcomed by all at St Ann's which has been so helpful in feeling a part of the school, especially given I am only there one day a week. With the new academic year approaching I am keen to see if joint work with the SLT may now be possible and am looking forward to working with some new referrals, as 5 of my current caseload transition to new beginnings in other schools and colleges.

Gemma Shiffner

Mandeville School

Mandeville is a LEA maintained primary day community special school for pupils with severe learning difficulties and who may have additional physical medical and/or sensory disabilities or autism. The pupils come from a wide variety of cultural and social backgrounds. The school accommodates children aged between 2 and 11 years old. The school is split into two sections the autism provision and the severe/profound and multiple learning disabilities (SLD/PMLD). The Music Therapy provision at Mandeville School is currently two days per week.

Models of Music Service Delivery: Group and Individual sessions.

Music Therapy is part of the multi-disciplinary team which involves 4 part-time paediatric occupational therapists, 1 part-time psychologist, 2 paediatric physiotherapists and assistant, 3 part-time speech and language therapists and an educational social worker.

Some individual Music Therapy programs work alongside occupational and speech and language targets enabling development of motor planning skills, sensory regulation, communication and social skills, linking in with Individual Education Plan goals. As part of the Music Therapy provision reports are provided after the initial assessment period, for annual reviews and at the end of therapy. When possible, the therapist attends annual reviews to report on the process of the child within the Music Therapy setting.

Individual sessions last approximately 30 minutes each and group sessions can last up to 45 minutes and take place in either the therapy room or the classroom depending on the purpose of the group. Due to the complex communication, physical needs and socio-emotional stage of development of the children, some pupils may demonstrate challenging behaviours. As a result therapy sessions can include LSA's to support the pupils through physical guidance to enable them to express and communicate safely within the therapeutic context. Individual work may focus on supporting the children's needs in different ways including, physically, emotionally, socially communicatively and supporting sensory and emotional regulation.

Over the past academic year ten children have received individual Music Therapy intervention. Additionally three small groups have been run over this time including one class group jointly working with the speech and language therapist focusing on pre-verbal communication and social skills, a friendship group and a pair group for siblings working on their relationship together in school. The clinical work has included working with children from reception age to year 6 both in the autism provision and the severe/profound and multiple learning disabilities (SLD/PMLD) provision.

The children have been referred to Music Therapy this year for a variety of different referral reasons including needing emotional support due to attachment difficulties or changes in school and at home, developing pre-verbal social and communication skills and attention skills and working on peer and

sibling relationships. Furthermore, the therapist ran a one-off bereavement Music Therapy class group for one of the classes in the summer term to support experiences of emotional loss.

The class Music Therapy group was carried out in the PMLD provision which ran approximately 12 weeks and was jointly carried out by the music therapist and speech and language therapist. The aim of both groups was to model and support teaching staff in using music in different ways to prompt the social and communication development of their children. After the 12 weeks were complete, teaching staff were encouraged to continue using some of the activities and songs used within the sessions to support the social and communication development of the pupils in their classes including, vocalisations, eye contact, waiting their turn, initiating play with a toy or instrument, physical movement and awareness of their peers. It was also aimed to help staff feel more confident in using music in their everyday teaching with their pupils.

The friendship group supported four pupils in the ASC provision. This group ran for a full year supporting the children's social and communication skills. It enabled pupils to feel more confident to be in the same room as each other and interact together in a fun and less formal setting. The group allowed all pupils to enhance and transfer these social skills into the classroom setting helping them to feel more comfortable being with their peers.

Within the summer term I was asked by Mandeville to provide a day of Music Therapy sessions during the Saturday 'Come and Play' sessions. It was a lovely opportunity to meet and work with some of the families and carers of the children who attend Mandeville School and also children of whom I have not worked with previously. Teaching staff supporting the day took some wonderful photos to showcase the sessions provided.

Mandeville continue to help and support my continuing professional development allowing me to attend staff training and courses including 'Team Teach' training. Many thanks to Mandeville School who have very much supported and valued having Music Therapy throughout this year.

Gemma Lenton-Smith

St John's School

St John's is a mainstream LEA maintained primary school for children aged between 3 and 11 years old. Currently EMT provides one day a week of therapy during term-time. An additional day is currently being offered at the school, until July 2022, as part of a PhD research project the music therapist is currently carrying out at the University of Roehampton.

Models of Music Service Delivery: Individual and Group sessions (lasting 30-45 minutes dependent on the child's needs).

Music Therapy is part of the multi-disciplinary team which involves 1 paediatric occupational therapist, a small team of full-time and part-time speech and language therapists and a team of 'Place2Be' counsellors. Children are referred to Music Therapy due to concerns around emotional, psychological and child protection needs. Referrals are prioritised by the Senior Leadership Team. Music Therapy is very much embedded in the safeguarding process within the school alongside 'Place2Be', a counselling service also in the school. The emotional needs of the children are regularly discussed and prioritised within weekly safeguarding meetings which form the initial beginnings of the referral process to Music Therapy.

Over the past academic year 11 pupils have received individual Music Therapy input and 4 pupils received group. The referral reasons have ranged from supporting pupils who have experienced bereavement, changes in their home life, child protection concerns, social and communication difficulties and living with siblings who have additional needs. Music Therapy has provided a confidential space where the children have been able to express the different emotions they may be experiencing through the creative medium of music, supported by the therapist, their individual needs are met both musically and emotionally, helping them to process and come to terms with the difficulties they have faced. Each pupil has used the therapy space in different ways, some have used symbolic stories, music-making, songs, improvisation and music-based games as part of their process. The music therapist has also offered short-term family sessions when it has been appropriate to do so, to support families who are experiencing challenging times.

It has been fantastic to have a full year of returning to face-to-face sessions again with the children throughout this academic year. Although it was important to provide online sessions during the

pandemic face-to face sessions does provide a deeper therapeutic level for the young people we support. As well as providing individual sessions two transition groups were carried out with Year 6, jointly with the Place2Be co-ordinator and a short-term siblings group for youngster who have brothers and sisters with additional needs. The aims of the siblings group were to support and explore themes linked to what it is like living with brothers and sisters with additional needs and provide strategies when this can be challenging. The group allowed a place for the children to discuss and share openly and confidentially their experiences, something they had not had before. Although the group only ran for 6 weeks as a pilot project, it was lovely to see how the relationships between peers developed in this short time. Many of the children expressed how they would have liked the group to have continued in the final session and how much they had enjoyed their time together. Within the transition groups the aims were to support the pupils' emotional needs in their transition to high school in September 2022. The use of talking, music-making, role-play and song writing were used to facilitate this process.

I have continued with my part-time PhD studies this year. Data collection has now been completed this term. St Johns have continued to be very supportive of the research and have been very much part of the project. The teaching staff have been part of termly focus groups over the past two years where, as a researcher, I have asked questions to explore their views about the Music Therapy service within the school. I have the privilege to present at the Music Therapy Charity conference in October 2022 on the findings of the first year of focus groups carried out. All Music Therapy session and research interviews have been carried out with the children who have agreed alongside their parents/carers to be part of the research project. I am very thankful to a member of the Senior Leadership Team who agreed and acted as a research assistant and carried out all of the children's interviews. Many thanks to St John's School who have very much supported and valued having Music Therapy this year.

Gemma Lenton-Smith

Elthorne High School

Elthorne Park High School's Additional Resource Provision (ARP) is an inclusive provision that supports up to 27 young people from the age of 11 to 16 assisting them through Key stage 3 and 4. The ARP supports students with Speech and Language and Communication Need with a specific diagnosis of Developmental Language Disorder which must be detailed on their individual Education and Health Care Plan (EHCP).

Models of Music Service Delivery: Individual and Group sessions (lasting 35-50 minutes dependent on the young person's needs).

Music Therapy was one of many visiting therapy provisions supporting the ARP. Others included occupational therapy, speech and language therapy and clinical psychology. Due to space limitations each therapy provision visited the school on different days of the week.

Over the past academic year nine pupils have received either group or individual Music Therapy across the ARP. The referral reasons have ranged from supporting pupils who have emotional regulation, social and communication and psychosocial difficulties. Two Music Therapy groups were set up supporting pupils in two of the older year groups. The first was to support peer relationships and build confidence in social and communication skills. The second therapy group was to support Year 11 school leavers in their transition year. Both groups utilized music-based games, song writing, group discussions and improvised music-making within the therapy process. It has been a real joy working with these secondary age pupils over the past year, getting to know them and seeing their progress in this time. They have taught me new ways of working through the use of music technology and styles of music that interest them.

In supporting my CPD requirements I was able to carry out a presentation to the staff in the ARP on attachment theory and attunement widening their knowledge in these areas to help support the young people that access the ARP. Staff gave positive feedback and said how useful it was for them.

I have learnt many new skills working in a secondary school which has supported my professional development as a music therapist. Thank you to Elthorne Park High School's Additional Resource Provision for supporting the year's Music Therapy project with them.

Gemma Lenton-Smith

Belvue School

Belvue is a Secondary School for students with a range of Learning Disabilities, Emotional Behavioural Difficulties and Autism.

For many years, Music Therapy has been an integral part of the school's landscape and is part of the school's multi-disciplinary team.

The Music Therapy provision offered by Ealing Music Therapy includes individual, group and spontaneous sessions that include staff members that support the setting when needed.

The children in the school have been referred to Music Therapy with various aims such as support their emotional well-being, develop their social and communication skills, as well as increase their self-esteem and sense of achievement.

Within the 2021-2022 academic year, 11 students from the school received regular Music Therapy sessions within an individual setting and 6 in a group setting. The Music Therapy provision spread between the different age groups in the school and involves close work with the staff and other professionals who work in the school. This year the Music Therapy provision expanded adding additional day. This allowed me to be more present and involved in various school day to day activities and routine.

During the Spring and Summer terms I had the opportunity to have a Music Therapy trainee, Emilio from Roehampton University, working alongside me. This was a challenging, but unique, experience for me. During the 2 terms Emilio had his own caseload, supervised by me, which included an individual client and a shared group with myself. This was a great opportunity for me to share and develop my skills by mentoring and supervising Emilio. I had the opportunity to reflect on my practice and service I provide to the school as part of EMT.

I would like to take this opportunity and to thank Belvue school for accepting the placement and allowing me working with Emilio within the school premises and its students. I also would like to thank the school for their general support and will to help with any request or need I had.

This has been a very productive year in terms of my work with EMT. Taking a student to work with me was a very intriguing task, however with the support of the Trustees and Gemma as my supervisor it was very successful. Thank you for the support and help!

I attended 3 CPD trainings in June and July 2022, providing general supervisory skills and knowledge and more focused skills for Art and Music therapists.

Omer Plotniarz

Springhallow School

The Autumn Term continued as before with the much-appreciated classroom sessions; some were held virtually to support students who for a variety of reasons did not return to school. Rachael left at half term to return to New Zealand and Elena Konstantinidi was appointed to continue the service. She was an innovative therapist and her client-centred approach was appreciated by the staff. She left in February to take up a full-time role in Coram's and will be an asset to them. Gemma Shiffner was able to fill in and offer half day sessions until the end of the Summer Term and these have been much appreciated. The Trustees are actively seeking to employ a therapist for September 2022.

Jen Whadcoat

Link Trustee Report

This has been another interesting year for our team of therapists. EMT was approached by staff at Elthorne Park High School and asked to provide a day of therapy for the students in the ARP from September 2021. Gemma Lenton-Smith subsequently transferred from St Ann's to undertake this work and we recruited another Gemma (Shiffner) to work at St Ann's. Gemma S had worked for EMT before, it was lovely to welcome her back - the two Gemma's provided maternity cover for each other some years ago!

It has been a new initiative to work in Elthorne which is a Mainstream High School and has not been without challenges especially as Covid continued to disrupt all our venues. In a mainstream environment space is always at a premium especially when trying to observe social distancing and Gemma L-S was very imaginative in offering her sessions in new ways. The school were appreciative of the service and the progress the students made, but unfortunately could not release the funds for a second year.



Shortly after this Rachael told us she was relocating with her family to her native New Zealand during the October half term. Rachael joined us 2010 and initially worked at both St Ann's and Springhallow. Elena Konstantinidi joined us to continue the service at Springhallow. We have subsequently heard from Rachael that they have all settled well after Covid disrupted their travel plans!

Elena did not stay with us for long as she had the opportunity of joining Coram's in a full time Music Therapy post and we wish her well. Gemma S has covered some of the work at Springhallow and we are hoping to recruit another therapist for the Autumn Term.

I am planning to retire as Staff Link Trustee in the not-too-distant future and to facilitate this the Trustees appointed a Service Coordinator, Emily Johnson, in September 2021. The role is largely supporting the team, acting as the contact for our schools, conducting appraisals and recruitment etc. It has been good to work with Emily as EMT seeks to develop.

Jen Whadcoat

3. TREASURER'S REPORT

In the financial year 2021/22 EMT has provided Music Therapy during the academic year for two days per week to Mandeville and Belvue schools and one day per week to St Ann's, St John's and Springhallow Schools and Elthorne Park High School and we are very grateful to these schools for providing full funding for our Therapists.

Unfortunately, at the end of the academic year Elthorne Park High School gave notice to EMT to terminate the Music Therapy service for the next academic year due to lack of ongoing funding. However we are very grateful that the remaining schools, Belvue, Mandeville, St Ann's, St John's and Springhallow have paid for the services for the next school year securing a firm financial base for our therapy for the financial year 2022/23; equally importantly this emphasises how much the schools value the contribution of Music Therapy, given that it does not yet rank alongside established support such as speech and language therapy.

EMT vision and strategy for the next 10 to 20 years is to expand the provision of Music Therapy to children who have special needs in schools in the London Borough of Ealing and to raise the awareness of EMT in Ealing. The demand is enormous with potentially 850 pupils with special needs in Ealing who could benefit from Music Therapy; today we provide Music Therapy to about 80 children per year. As a result of our expansion activities several schools have expressed an interest in EMT providing Music Therapy and we are delighted that we will be providing Music Therapy to Selborne Primary School from the start of the 2022/23 school year.

Our income remains short term – i.e. the Schools renew their funding on an annual basis - and so EMT will seek at all times to maintain at least nine months' running expenses in order to meet any statutory payments which might arise in the event of our failing to attract sufficient funding to sustain our work, this aim being reflected in the end of year balance.

Donations and Contributions 2021-2022 (in £)

<u>Donor</u>	<u>Amount £</u>
Anon	46.18

Colin Lenton-Smith

4. THE TEAM

As at August 2022.

Service Coordinator

Emily Johnson

The Service Coordinator is responsible for the management of the Therapist team and acts as a liaison with the schools.

Therapists

Gemma Lenton-Smith

Senior 1 Music Therapist

Omer Plotniarz

Senior 2 Music Therapist

Gemma Shiffner

Senior 2 Music Therapist

The Therapists are highly experienced personnel, music graduates with a post graduate qualification in Music Therapy. The Music Therapists are responsible to the Board of Trustees of EMT. They receive regular support and supervision, both on a day-to-day basis and at a clinical level.

Trustees

Santosh Bhanot, Sue Charlton, Walid El-Yafi, Colin Lenton-Smith, Saz Vora, Andrew Whadcoat, Jen Whadcoat.

If you would like to know more about EMT then please contact us using the details on the Charity Commission website <https://www.gov.uk/find-charity-information>.



5. STATEMENT OF ACCOUNTS

A full set of accounts is available as an appendix.

**The Ealing Music Therapy Project
Statement of Financial Activities
for the year ended 31 March 2022**

	<u>Notes</u>	<u>2022</u>			<u>2021</u>
INCOME		Total	Restricted	Unrestricted	
		£	£	£	£
Belvue School		14543.00	14543.00	0.00	8510.00
Elthorne Park High School		8308.58	8308.58	0.00	0.00
Mandeville School		17450.00	17450.00	0.00	15600.00
St Ann's School		8725.00	8725.00	0.00	8510.00
St John's School		8725.00	8725.00	0.00	8510.00
Springhallow School		8725.00	8725.00	0.00	8510.00
Donations		46.18	0.00	46.18	200.00
Bank Interest		32.33	0.00	32.33	27.69
Coston School		2666.00	2666.00	0.00	5334.00
Total Income		69221.09	69142.58	78.51	55,202
EXPENDITURE					
Salaries	1	61553.91	61553.91	0.00	49773.91
Instruments & Equipment		348.21	348.21	0.00	304.00
Hall Rental		300.00	0.00	300.00	0.00
Travel		6.00	6.00	0.00	0.00
Printing & Stationery		0.00	0.00	0.00	0.00
Postage		0.00	0.00	0.00	0.00
Insurance		865.00	865.00	0.00	864.89
PR/Publicity/Website	3	2056.57	0.00	2056.57	1099.99
Training/Supervision		1392.00	1392.00	0.00	928.92
Miscellaneous/Petty Cash		173.99	173.99	0.00	57.98
Bank charges		16.20	0.00	16.20	6.4
Total Expenditure		66711.88	64339.11	2372.77	53,036
Surplus/(Deficit) for the year		2509.21	4803.47	-2294.26	2,166
Balance B/Fwd		60642.00	50451.00	10191.00	58,476
Closing Funds		63151.21	55254.47	7896.74	60,642

THE EALING MUSIC THERAPY PROJECT

FINANCIAL STATEMENTS

FOR THE YEAR ENDED

31 MARCH 2022

**The Ealing Music Therapy Project
Accounts for the Year to 31 March 2022**

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**The Ealing Music Therapy Project
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EXPENDITURE					
Salaries	1	61553.91	61553.91	0.00	49773.91
Instruments & Equipment		348.21	348.21	0.00	304.00
Hall Rental		300.00	0.00	300.00	0.00
Travel		6.00	6.00	0.00	0.00
Printing & Stationery		0.00	0.00	0.00	0.00
Postage		0.00	0.00	0.00	0.00
Insurance		865.00	865.00	0.00	864.89
PR/Publicity/Website	3	2056.57	0.00	2056.57	1099.99
Training/Supervision		1392.00	1392.00	0.00	928.92
Miscellaneous/Petty Cash		173.99	173.99	0.00	57.98
Bank charges		16.20	0.00	16.20	6.4
Total Expenditure		66711.88	64339.11	2372.77	53,036
Surplus/(Deficit) for the year		2509.21	4803.47	-2294.26	2,166
Balance B/Fwd		60642.00	50451.00	10191.00	58,476
Closing Funds		63151.21	55254.47	7896.74	60,642

**The Ealing Music Therapy Project
Balance Sheet
As at 31 March 2022**

	Notes	£	<u>2022</u> £	<u>2021</u> £
Assets:				
Bank Balance @ 31/03				
Triodos Social Venture Current Account			2,934	5,631
Triodos Business and Charity Deposit Account			60,217	55,010
HSBC Business account				1
Net Assets			<u>63,151</u>	<u>60,642</u>
Financed by:				
Private Fund Account:				
Reserves B/Fwd at 1 April 2021			60,642	58,476
Surplus/(Deficit) for the year			2,509	2,166
Restricted Reserves	2	55,254		
Unrestricted Reserves	2	7,897		
Reserves C/Fwd @ 31 March 2022			<u>63,151</u>	<u>60,642</u>



Andrew Whadcoat - Chairman

Date: 30/8/2022



Colin Lenton-Smith- Treasurer

Date: 30/8/2022

**The Ealing Music Therapy Project
Notes to Income and Expenditure Accounts
for the year ended 31 March 2022**

1 Salaries Allocation

	<u>2022</u>		<u>2021</u>	
	£	£	£	£
Music Therapists	46,142		38,520	
PAYE and National Insurance	12,910		9,172	
Nest payment	2,502		2,082	
		<u>61,554</u>		<u>49,774</u>

2 Reserves

	£	£	£	£
Restricted reserves contingency B/Fwd	50,451		45,251	
Current Year Surplus/(Deficit)	4,803		5,200	
		<u>55,254</u>		<u>50,451</u>
Unrestricted reserves B/Fwd	10,191		13,226	
Current Year Surplus / (Deficit)	(2,294)		(3,035)	
		<u>7,897</u>		<u>10,191</u>
Total Reserves C/Fwd		<u>63,151</u>		<u>60,642</u>

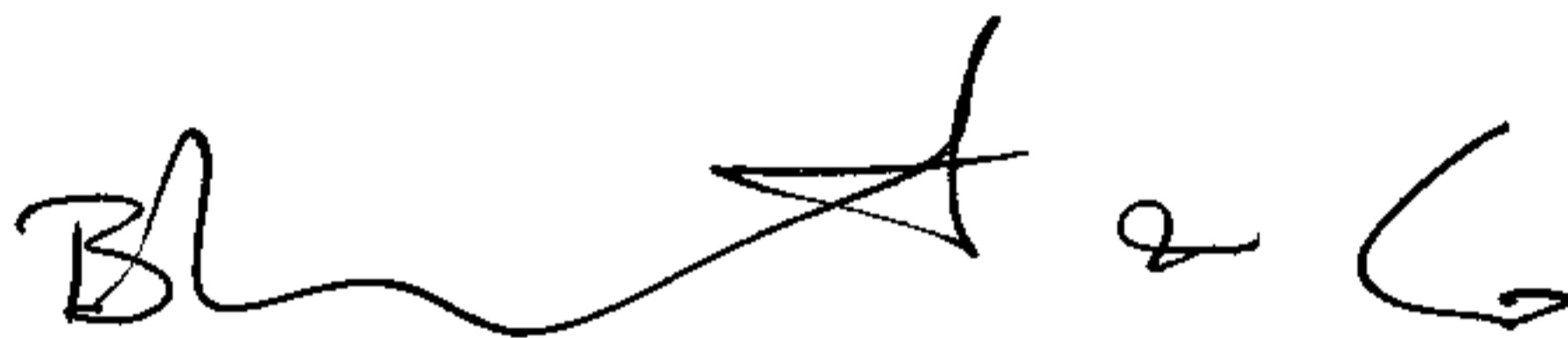
3 PR/Publicity/Website

Redevelopment of EMT website and production of brochures and marketing material		<u>2,057</u>		<u>1,100</u>
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**The Ealing Music Therapy Project
Independent Examiner's Report
Accounts for year to 31 March 2022**

We have examined Income and Expenditure Accounts and the supporting information from the records.

In our opinion the financial statements give a true and fair view of the state of affairs of the private fund of The Ealing Music Therapy Project as at 31 March 2022, and of its surplus for the year ended on that date.



Bhanot & Co.
Independent examiner
Chartered Accountants

Date:.....

THE EALING MUSIC THERAPY PROJECT

FINANCIAL STATEMENTS

FOR THE YEAR ENDED

31 MARCH 2022

**The Ealing Music Therapy Project
Accounts for the Year to 31 March 2022**

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Notes	3
Independent Examiners Report	4

**The Ealing Music Therapy Project
Statement of Financial Activities
for the year ended 31 March 2022**

	<u>Notes</u>	<u>2022</u>			<u>2021</u>
INCOME		Total	Restricted	Unrestricted	
		£	£	£	£
Belvue School		14543.00	14543.00	0.00	8510.00
Elthorne Park High School		8308.58	8308.58	0.00	0.00
Mandeville School		17450.00	17450.00	0.00	15600.00
St Ann's School		8725.00	8725.00	0.00	8510.00
St John's School		8725.00	8725.00	0.00	8510.00
Springhallow School		8725.00	8725.00	0.00	8510.00
Donations		46.18	0.00	46.18	200.00
Bank Interest		32.33	0.00	32.33	27.69
Coston School		2666.00	2666.00	0.00	5334.00
Total Income		69221.09	69142.58	78.51	55,202
EXPENDITURE					
Salaries	1	61553.91	61553.91	0.00	49773.91
Instruments & Equipment		348.21	348.21	0.00	304.00
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Andrew Whadcoat - Chairman

Date: 30/8/2022



Colin Lenton-Smith- Treasurer

Date: 30/8/2022

**The Ealing Music Therapy Project
Notes to Income and Expenditure Accounts
for the year ended 31 March 2022**

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Unrestricted reserves B/Fwd	10,191		13,226	
Current Year Surplus / (Deficit)	(2,294)		(3,035)	
		<u>7,897</u>		<u>10,191</u>
Total Reserves C/Fwd		<u>63,151</u>		<u>60,642</u>

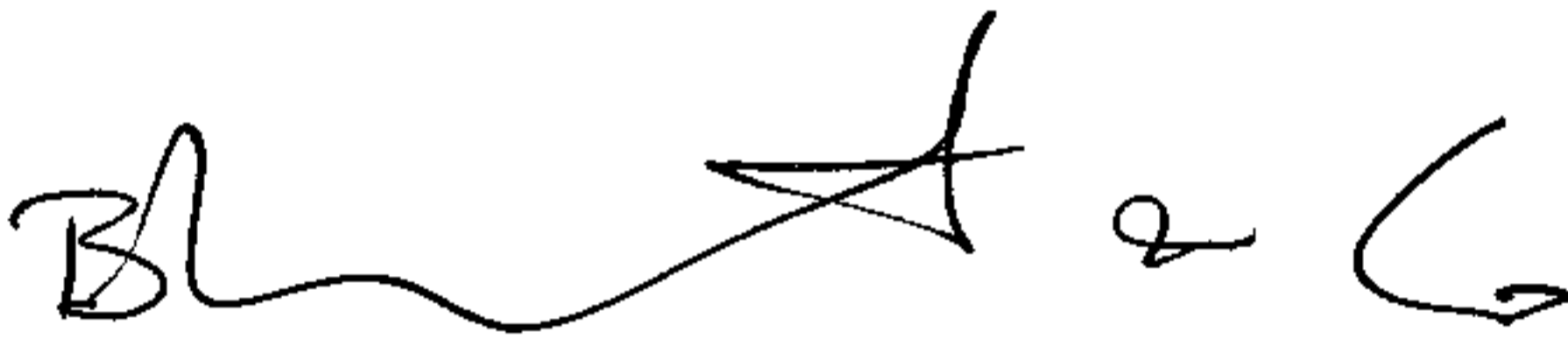
3 PR/Publicity/Website

Redevelopment of EMT website and production of brochures and marketing material		<u>2,057</u>		<u>1,100</u>
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**The Ealing Music Therapy Project
Independent Examiner's Report
Accounts for year to 31 March 2022**

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In our opinion the financial statements give a true and fair view of the state of affairs of the private fund of The Ealing Music Therapy Project as at 31 March 2022, and of its surplus for the year ended on that date.



Bhanot & Co.
Independent examiner
Chartered Accountants

Date:.....

EALING MUSIC THERAPY PROJECT

England & Wales - Charity number 801405

Accounts



ealing music therapy

Annual Report 2021

Academic year 2020 - 2021



Registered Address: 149A Argyle Road, Ealing W13 0DB Tel. 020 8248 2258

www.ealingmusictherapy.org

Registration Number 801405

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**1. CHAIRPERSON'S REPORT**

Ealing Music Therapy (EMT) has maintained services at six schools in the Borough. The individual school reports below and the Link Trustee report explain how those services have performed particularly through the period of uncertainty created by the Covid-19 pandemic.

The continuing commitment of our Therapist team and the schools to deliver these services is remarkable and we thank them for their continued efforts to meet the needs of the children.

We have continued to develop our longer-term plans and are pleased to be taking on a new school in the next academic year. We will also be launching a new website in the autumn term together with materials to help us communicate the value of Ealing Music Therapy to stakeholders.

Bhanot and Co. have again examined our accounts for the 17th year in a row and we are very grateful to them for providing this service free to Ealing Music Therapy.

I would like to thank all the Trustees for their continued commitment to the work of EMT.

Andrew Whadcoat

2. THERAPISTS' REPORT



All EMT therapists are State Registered Arts Therapists (music) registered with HPC (www.hpc.org).

EMT is based in the following settings across the Borough: Primary Schools (including Mainstream Speech and Language Units, Special Needs and Mainstream schools) and Secondary Schools (Mainstream S.E.N Departments and Special Needs Schools).

St Ann's School

St Ann's school is a secondary special needs day school for young people with autism, severe learning difficulties and profound and multiple learning difficulties. Many students have a dual diagnosis of SLD and ASC, or complex medical conditions, severe communication disorders, sensory impairments or challenging behaviour. St Ann's accommodates young people aged between 11 and 19 years old. Ealing Music Therapy provides one day a week of therapy at the school.

Music therapy is part of the multi-disciplinary team which involves a part-time occupational therapist, physiotherapist and assistant, speech and language therapist and full-time educational social worker.

Models of Music Service Delivery: Group and Individual sessions

Owing to the complex communication and physical needs, and socio-emotional stage of development of the children, some pupils may demonstrate challenging behaviour. As a result, therapy sessions can include teaching assistants to support the pupils through physical guidance to enable them to express and communicate safely within the therapeutic context. Individual work may focus on supporting the young people's needs in different ways including, physically, emotionally, socially and communicatively. The music therapist contributes to the annual review progress of pupils receiving input by through writing reports and/or attending annual reviews.

In the first term of this academic year, face-to-face music therapy sessions recommenced and five individual pupils received music therapy input. The pupils ranged from year 8 to year 13. One of the pupils was a school leaver preparing for starting a new college in September 2021. Music therapy sessions provided part of the process in assisting this pupil to prepare for the changes they were going to face when leaving St Ann's School and starting adulthood.

Due to the continuing Covid 19 pandemic, and with England going into a further lockdown in January 2021, St Ann's provided limited provision to pupils at the start of the spring term. They particularly supported pupils who were highly vulnerable or were children of keyworker families. During this term a small proportion of the pupils were allowed back to school on a part-term basis. The therapist worked remotely to offer a service to the school providing weekly individual music sessions via 'Zoom'. Due to GDPR regulations online sessions could only be offered to families who had consented to them. Two families took up this offer. They were families of pupils who had had music therapy but were not currently on the therapist's caseload. It was a first-rate opportunity to carry out family work, support the families and offer skills, sharing ideas with the parents of the pupils in how to use music-based activities in the home. Parents gave positive feedback about these sessions to the school and to the therapist directly.

Over this period of time music-based videos were created on a weekly basis by the music therapist, including musical stories, action songs and familiar pop songs, to put on the St Ann's website as a resource for the families and pupils who were self-isolating.

In the summer term when lockdown restrictions eased and schools reopened, music therapy returned to face-to-face sessions. Four of the pupils who had commenced music therapy in the autumn term

continued with their individual sessions and one new referral started sessions. All pupils were finally able to receive consistent weekly therapy sessions over the final term of this academic year. One pupil in particular made significant achievements in this academic year, transitioning from attending music therapy sessions in the class room to accessing the music therapy room, becoming more flexible and accepting new activities and ways of making music in the sessions. Due to their growing flexibility in accepting new environments within the school this particular pupil will be starting in a class that use more formal ways of teaching which they certainly would not have tolerated or coped with previously.

Music Therapy continues to be very much valued at St Ann's school. The teaching staff have been especially supportive in assisting individual sessions supporting for pupils with more challenging needs. I would like to thank to St Ann's for endorsing music therapy as a service in the school over the past year.

Gemma Lenton-Smith

Mandeville School

Mandeville is a LEA maintained primary day community special school for pupils with severe learning difficulties and who may have additional physical, medical and/or sensory disabilities or autism. The pupils come from a wide variety of cultural and social backgrounds. The school accommodates children aged between 2 and 12 years old. The school is split into two sections, the autism provision and the severe/profound and multiple learning disabilities (SLD/PMLD). In October 2020 the Music Therapy provision at Mandeville School extended to two days a week.

Models of Music Service Delivery: Group and Individual sessions.

Music therapy is part of the multi-disciplinary team which involves three part-time paediatric occupational therapist, one part-time psychologist, two paediatric physiotherapists and assistant, three part-time speech and language therapists and an educational social worker.

Some individual music therapy programs work alongside occupational and speech and language targets enabling development of motor planning skills, sensory regulation, communication and social skills, linking in with Individual Education Plan goals. As part of the music therapy provision reports are provided after the initial assessment period, for annual reviews and at the end of therapy. When possible the therapist attends annual reviews to report on the process of the child within the music therapy setting.

Individual sessions last approximately 30 minutes each, taking place in the therapy room. Group sessions can last up to 45 minutes and take place in either the therapy room or the classroom depending on the purpose of the group. Due to the complex communication, physical needs and socio-emotional stage of development of the children, some pupils may demonstrate challenging behaviour. As a result, therapy sessions can include LSA's to support the pupils though physical guidance to enable them to express and communicate safely within the therapeutic context. Individual work may focus on supporting the children's needs in different ways, including physically, emotionally, socially and communicatively.

Over the past academic year eight individual children have received music therapy intervention. Additionally, six small groups have been run, including one bereavement group, two class groups jointly working with the speech and language therapist focusing on pre-verbal communication and social skills, a friendship group and online music therapy and communication groups for home learners and those pupils isolating or shielding, again jointly run with the speech and language therapist. The clinical work has included working with children from reception age to year 6, both in the autism provision and the severe/profound and multiple learning disabilities (SLD/PMLD) provision.

Many of the children from the autism provision were referred for individual sessions due to social and communication difficulties in expressing themselves and interacting with their peers and teachers. They would often resort to using negative or self-stimulatory behaviour therefore finding it challenging to connect with people around them. Individual music therapy has enabled these children to be more playful and creative in a child-led environment. It has also allowed them to explore their voices and use an alternative ways to communicate and connect with another person, whilst expressing themselves through musical play and developing their pre-verbal skills. Some of the pupils who received music therapy have been observed to now be more confident in class now, particularly when

communicating their needs to adults around them. They are also more tolerant of their peers and show more awareness of them in the classroom setting.

There has been an increase of music therapy referrals this academic year requesting support for the pupils' emotional well-being. The therapist ran a bereavement group for one of the classes for half-term to support experiences of emotional loss. Songs, stories, music-making and arts were used to express different feelings (both positive and negative) linked to loss, to support and help them process their experiences. Individual sessions have also focused on supporting children who have experienced attachment difficulties and changes within the family environment.

Additionally, music therapy groups were carried out with two classes this academic year. Each group ran for approximately 12 weeks. One was carried out in an ASC class and the other in a PMLD class. Both were run jointly by the music therapist and speech and language therapist. The aim of both groups were to model and support teaching staff in using music in different ways to prompt the social and communication development of their children. After the 12 weeks were complete, teaching staff were encouraged to continue using some of the activities and songs used within the sessions to support the social and communication development of the pupils in their classes including, vocalisation, eye contact, waiting their turn, initiating play with a toy or instrument, physical movement and awareness of their peers. It was also aimed to help staff feel more confident in using music in everyday teaching.

Due to the continued Covid 19 pandemic, provisions in the school needed to be more flexible to meet the changing times of children being in and out of school due to periods of self-isolation. In the autumn term an online program was set up for children who were at home self-isolating. The program included a music and communication group jointly run by the music therapist and speech and language therapist. The aim of this group was to provide an opportunity for the children and families to continue working on communication skills whilst being at home in a fun and creative way, whilst at the same time providing education support to families. When the country went into a third lockdown the group expanded to two weekly sessions for all children isolating at home. Working in conjunction with the curriculum for the term, the music communication group sessions focused on colours and using songs and activities to promote understanding and learning of the colour theme for the week. Alongside the educational value, sessions drew upon social and communication skills such as signing, choice-making, following commands and turn-taking. Each child was asked to bring an object and wear a piece of clothing related to the colour of the week. Roughly 20 groups sessions were carried out over this period of time enabling approximately 25 children to benefit.

Alongside the online groups mentioned above, individual sessions and one class group that had been set up in the autumn term also moved online. These provided some consistency for the pupils who had started music therapy but were at home for part or all of the week in the Spring term. Although sessions were more structured due to the limits of working online, the therapist attempted to bring in elements of familiarity from the face-to-face sessions. It was a great opportunity to work with families and teachers, providing skill sharing and different ways of working with their children.

Mandeville continue to help and support my continuing professional development allowing me to attend staff training and courses including 'Bridging the Gap' (co-production) training. Many thanks to Mandeville School who have very much valued having music therapy this year.

Gemma Lenton-Smith

St John's School

St John's is a mainstream LEA maintained primary school for children aged between 3 and 11 years old. Currently EMT provides one day a week of therapy during term-time. An additional day is currently being offered at the school, until July 2022, as part of a PhD research project the music therapist is currently carrying out at the University of Roehampton.

Models of Music Service Delivery: Individual and Group sessions.

Music therapy is part of the multi-disciplinary team which involves 1 paediatric occupational therapist, a small team of full-time and part-time speech and language therapists and a team of 'Place2Be' counsellors. Children are referred to music therapy due to concerns around emotional, psychological and child protection needs. Referrals are prioritised by the Deputy Headteacher and the Senior Leadership Team. Music Therapy is very much embedded in the safeguarding process within the school alongside 'Place2Be', a counselling service also in the school. The emotional needs of the

children are regularly discussed and prioritized within weekly safeguarding meetings which form the initial beginnings of the referral process to music therapy.

Individual sessions last approximately 30 minutes and group sessions can last up to 45 minutes, taking place in the Music Therapy room.

Over the past academic year 11 pupils have received individual music therapy input. The referral reasons have ranged from supporting pupils who have experienced bereavement, changes in their home life, child protection concerns, friendship difficulties and living with special educational needs. Music therapy has provided a confidential space where the children have been able to express the different emotions they may be experiencing through the creative medium of music; supported by the therapist, their individual needs are met both musically and emotionally, helping them to process and come to terms with the difficulties they have faced. Each pupil has used the therapy space in different ways, some have used symbolic stories, music-making, songs, improvisation and music-based games as part of their process. The music therapist has also offered short-term family sessions when it has been appropriate to do so, to support family relationships.

In September 2020 all music therapy sessions returned to face-to-face sessions. However, due to the continuing Covid 19 pandemic and the country going into a third lockdown all schools in England closed in January 2021. St John's initially closed and then reopened to support children who were identified as vulnerable or were children of keyworker families. During this time the school were keen to continue offering face-to-face music therapy to those who had been referred and were continuing to be in school. Four children continued to receive face-to-face input during this period time. This provided them with consistency and continuity in supporting their emotional well-being during another unsettling period of time. Another child who was being home schooled was offered online sessions due to it being their final year in the school.

When schools reopened in April 2021 face-to-face music therapy sessions recommenced for those who had started sessions in the Autumn term and a couple of new referrals. Pupils were able to receive consistent input for the whole of the summer term. As well as providing individual sessions two transition groups were carried out with Year 6, jointly with the Place2Be co-ordinator. The aims of the groups were to support the pupils emotional needs in their transition to high school in September 2021. Within in the groups talking, music-making, role play and song writing were used to facilitate this process.

I have continued with my part-time PhD studies this year. The project is half-way through its data collection with another year to go. Data collection will be completed in July 2022. I recently completed and passed my transfer from MPhil level to PhD level in the project, with the aim of it being completed by December 2024. St Johns have been very supportive of the research and have been very much part of the project. St John's School and Ealing Music Therapy have been very supportive in my continued professional development allowing me the opportunity to attend lectures, workshops and conferences linked to my research and learning. In April this year I was privileged to attend and present an aspect of my research project at the British Association of Music Therapy Conference 2021. St John's have also allowed me to attend staff training including updates in safeguarding policies and 'Keeping children safe in education' plus training in the use of CPOMS a safeguarding documentation programme the school are currently using. Many thanks to St John's School who have very much supported and valued having music therapy this year.

Gemma Lenton-Smith

Coston Primary School

Coston School is a mainstream Primary School which has a Additional Resource Provision (ARP) unit for children with moderate learning difficulties, severe developmental delay, emotional difficulties and Autistic spectrum disorder.

Previously there was no music therapy in Coston Primary School and I am grateful for the opportunity of setting up the service. The initial aim of the service was to provide care for the ARP unit's students and to gradually expand into the mainstream area, supporting students with their emotional and mental wellbeing.

To introduce the service to the school I presented to the ARP's staff a workshop about music therapy, explaining about the work, its aims, the conditions for potential referrals and showed some videos of

different cases. As a result, the first referrals for music therapy were made by the ARP lead and myself. Later, staff members started to refer more students to music therapy.

The music therapy provision offered by Ealing Music Therapy included individual, group and spontaneous sessions with staff members in support when needed.

This was a very tricky year introducing music therapy in a new setting, with two lockdowns and school closure. As a result, the school opening hours as well as the number of students varied, which needed adjustments both from staff and myself. I would like to thank the ARP for all their work and support during this year. They showed great motivation and dedication to the students and their learning. I really enjoyed working with them and felt included from the very first moment.

Towards the end of Spring term my line manager-ARP lead had to reduce her hours and attendance in school due to personal medical reasons. This has been challenging especially when I needed support. However, the other staff members did their utmost to assist me during these times.

During the 2020-2021 academic year, 21 children from the ARP unit received regular music therapy sessions either in individual closed or open-group settings. The music therapy provision was distributed between the different age groups in the school and involved close work with the staff and other professionals at work in the school.

This was a very successful and productive year in terms of music therapy, especially with regard to the group work I have done.

Unfortunately, in the summer term we were informed that due to financial difficulties we will not be able to continue with the service at Coston Primary School. I would like to thank everyone from the school for their support and assistance. I will cherish the experience of working with the staff and the unit. It was very special.

Omer Plotniarz

Belvue School

Belvue is a Secondary School for students with a range of Learning Disabilities, Emotional Behavioural Difficulties and Autism and for many years music therapy has been integral to the school's landscape, forming a part of the school's multi-disciplinary team.

The music therapy provision offered by Ealing Music Therapy includes individual, group and spontaneous sessions, which include staff members in support when needed. The children in the school have been referred to music therapy for various reasons, such as to support their emotional well-being, develop their social and communication skills and to increase their self-esteem and sense of achievement.

During the 2020-2021 academic year, six children from the school received regular music therapy sessions within an individual setting. The music therapy provision is spread between the different age groups in the school and involves close work with the staff and other professionals who work in the school.

As a school we experienced some challenges during the academic year, with lockdown, frequent changes of regulations and closure of bubbles and classes. Despite all these challenges, the school continued supporting the students and their families and did its utmost to provide education and care. Throughout, music therapy continued to be an integral part of the school services and is well respected by the staff members and the senior management team. From next year I will work on both Mondays and Fridays in school, which I am really looking forward to. It will give me the opportunity to take a bigger role in the school and to feel more connected to the students and staff.

I would like to thank Belvue school for their support and assistance this year and for being very attentive to my needs on a few particular occasions this year, especially with the birth of our son Albi.

Working alongside Covid has made us therapists be more creative and adaptable to all the changes and regulations, as well as to the changes in our service user's needs. The lack of consistency and predictability brought up some new challenges that we have not experienced before as therapists – emotional support and poor mental wellbeing. I have experienced more than the normal number of cases of high anxiety levels, challenging behaviour and depression. This has required more focus on emotional needs.

I attended the Music therapy star training – January 2021. I am planning to attend supervising training and to take a bigger role within EMT work.

Omer Plotniarz

Springhallow School

Springhallow School is an Ealing LEA maintained day community special school for pupils aged 4-16 years with autistic spectrum/communication disorders. Children at the school have learning difficulties ranging from moderate to severe. The school also has a recently opened post-16 facility for 16 to 19-year olds on a separate site.

Music therapy provision in Springhallow is one day per week, which is generally five sessions of individual and/or group work. This year I continued to split my hours over two half-days in the Autumn term, but returned to a full day of work from January.

Following the long period of lockdown and school closure due to the Covid-19 pandemic in the first half of 2020, Springhallow school reopened to all pupils in September. The school was well organised with increased safety measures in place, and music therapy sessions also followed these measures: social distancing, mask wearing, ventilation, extra cleaning and arranging the staff and pupils in bubbles. Attendance was good throughout the term and luckily bubble closures were minimal.

In the January lockdown, I did sessions remotely: working from the school music room via Zoom - either to pupils in another classroom in the school or to pupils in their homes. This was very successful in some instances but more difficult for others. Once the school reopened in March we resumed sessions as per the Autumn term.

I saw four pupils in one-to-one sessions over the year (all from the primary years) as well as working with one class group in the secondary department. The many changes brought about by the pandemic, lockdowns and school closures etc, have all been disrupting for these pupils in different ways, and it has been a busy year adapting the work to support each pupil individually.

Music therapy at Springhallow continues to be valued and well supported, and I would like to thank the school for their ongoing support. In October I will be leaving Springhallow, eleven years after I started here. I will be very sad to say goodbye to this wonderful school and will be working over the next few weeks to make the transition as smooth as possible for the next therapist to take over.

Rachael Hannah

Link Trustee Report

In my last report looking forward, we were hoping that our more established service provision would be resumed as we emerged from the Pandemic. This was not to be as we had two more lockdowns and our schools had to deal with constantly changing advice from the Department of Education and NHS England. Please see the individual school reports on how the team continued to provide uninterrupted music therapy in imaginative and creative ways. It was difficult to keep up with the different face to face bubbles, virtual sessions for the pupils at school or at home and other individually tailored bereavement support sessions which we provided.

Emily has joined the team as a Link Trustee for Springhallow and provides another perspective for us all. We both undertook appraisals of the therapists in the Spring Term. These were done over the phone, and I think are an excellent development. They are more time efficient, and the schools were very grateful not to have visitors in these times.

The feedback from the schools was so positive. They all commented on the fact that we had kept going throughout, offering much needed support which was very adaptable. They had enjoyed offering “music studios” whereby the Therapist was in the usual familiar therapy space and provided Zoom sessions to children in class or the dining room. I am very grateful to the staff in each of our schools who helped make sure the IT worked well.



As a team we have had Zoom Meetings these have been very good. As well as sharing experiences across the schools we have heard about conferences and training courses the Therapists have attended as part of their CPD. A session I particularly enjoyed was a

discussion on suitable songs for young adults with autism in a classroom setting this involved some very creative adaptations of both Disney and pop music!

This year has been challenging and next year will probably be so in a different way. However, I have learnt even more about music therapy, and I am very grateful to our Therapists who have continued to develop their practices to help our young clients.

Jen Whadcoat

3. TREASURER'S REPORT

For the financial year 2020/21 we were very grateful to the six schools, Belvue, Coston, Mandeville, St Ann's, St John's and Springhallow, for providing full funding for the Therapists.

These income streams represent our regular income but in addition we thank Mr. and Mrs. D Brewer for their generous donation and to the Diageo Foundation for its 23rd successive year of support, as shown in the formal list of donations given below.

Towards the end of the academic year Coston Primary School gave notice to EMT to terminate the service for the next academic year due to lack of funding. However we are very grateful that the remaining schools, Belvue, Mandeville, St Ann's, St John's and Springhallow have paid for the services for the next school year securing a firm financial base for our therapy for the financial year 2020/21; equally importantly this makes it clear how much the schools value the contribution of music therapy, given that it does not yet rank alongside established support such as, for example, speech and language therapy.

Over the last year EMT has been working to define our vision and set our strategy for the next 10 to 20 years to expand the provision of Music Therapy to children who have special needs in schools in the London Borough of Ealing and to raise the awareness of EMT in Ealing. Our research indicates that the demand is enormous with potentially 850 pupils with special needs in Ealing who could benefit from Music Therapy; today we provide music therapy to about 80 children per year.

In implementing the steps to fulfil our strategy we have been fortunate to work with a School Improvement and Special Needs Consultant working with Ealing Borough Council who has introduced us to the Ealing communities ARP (Additional Resourced Provision) Leaders in Primary and Secondary Schools and the Special Educational Needs and Disabilities Coordinators in Primary and Secondary Schools. We have been able to present to these groups and explain who EMT is, what we do and our vision to expand the service across the schools in Ealing. As a result, four more schools have shown an interest in acquiring Music Therapy and at one of these, Elthorne Park High School, we are going to provide Music Therapy from the beginning of the 2021/22 school year.

Our income remains short term – i.e. the Schools renew their funding on an annual basis - and so EMT will seek at all times to maintain at least nine months' running expenses in order to meet any statutory payments which might arise in the event of our failing to attract sufficient funding to sustain our work, this aim being reflected in the end of year balance.

Donations and Contributions 2020-2021 (in £)

<u>Donor</u>	<u>Amount £</u>
Mr and Mrs Brewer	100
Diageo Foundation	100

Colin Lenton-Smith

4. THE TEAM

As at August 2021.

Therapists

Gemma Lenton-Smith	Senior 1 Music Therapist
Rachael Hannah	Senior 2 Music Therapist
Omer Plotniarz	Senior 2 Music Therapist

The Therapists are highly experienced personnel, music graduates with a post graduate qualification in Music Therapy. The Music Therapists are responsible to the Board of Trustees of EMT. They receive regular support and supervision, both on a day-to-day basis and at a clinical level.

Trustees

Santosh Bhanot, Sue Charlton, Emily Johnson, Colin Lenton-Smith, Keith Pickering, Andrew Whadcoat, Jen Whadcoat.

If you would like to know more about EMT then please contact us via the address on the front page of this report.



5. STATEMENT OF ACCOUNTS

A full set of accounts is available as an appendix.

**The Ealing Music Therapy Project
Income & Expenditure Accounts
for the year ended 31 March 2021**

	<u>Notes</u>	<u>2021</u>			<u>2020</u>
INCOME		Total	Restricted	Unrestricted	
		£	£	£	£
Belvue School		8510.00	8510.00		8250.00
Castlebar School		0.00			8250.00
Mandeville School		15600.00	15600.00		8250.00
St Ann's School		8510.00	8510.00		8250.00
St John's School		8510.00	8510.00		8250.00
Springhallow School		8510.00	8510.00		8250.00
Donations		200.00		200.00	100.00
Bank Interest		27.29		27.29	120.62
Coston School		5334.00	5334.00		
Total Income		55201.29	54974.00	227.29	49,721
EXPENDITURE					
Salaries	1	49773.91	49773.91	0.00	44321.00
Instruments & Equipment		304.00	0.00	304.00	0.00
Rent		0.00	0.00	0.00	0.00
Travel		0.00	0.00	0.00	0.00
Printing & Stationery		0.00	0.00	0.00	0.00
Postage		0.00	0.00	0.00	0.00
Insurance		864.89	0.00	864.89	864.89
Publicity & Promotions		1099.99	0.00	1099.99	810.09
Training		928.92	0.00	928.92	950.23
Miscellaneous/Petty Cash		57.98	0.00	57.98	4271.00
Bank charges		6.40	0.00	6.40	0
Total Expenditure		53036.09	49773.91	3262.18	51,217
Surplus/(Deficit) for the year		2165.20	5200.09	-3034.89	(1,497)
Balance B/Fwd		58475.66	45250.50	13225.29	59,972
Closing Funds		60640.86	50450.59	10190.40	58,476

THE EALING MUSIC THERAPY PROJECT

ACCOUNTS

YEAR ENDED 31 MARCH 2021

**The Ealing Music Therapy Project
Accounts for the Year to 31 March 2021**

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**The Ealing Music Therapy Project
Income & Expenditure Accounts
for the year ended 31 March 2021**

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**The Ealing Music Therapy Project
Balance Sheet
Year Ended 31 March 2021**

	Notes	£	<u>2021</u> £	<u>2020</u> £
Assets:				
Bank Balance @ 31/03				
Meridan HSBC				3,319
Treasurer HSBC				55,157
Triodos Social Venture Current Account			5,631	
Triodos Business and Charity Deposit Account			55010	
Net Assets			<u><u>60,641</u></u>	<u><u>58,476</u></u>
Financed by:				
Private Fund Account:				
Reserves B/Fwd at 1 April 2020			58,476	59,972
Surplus/(Deficit) for the year			2,165	(1,496)
Restricted Reserves	2	50,451		
Unrestricted Reserves	2	10,190		
Reserves C/Fwd @ 31 March 2021			<u><u>60,641</u></u>	<u><u>58,476</u></u>

Andrew Whadcoat - Chairman



Date: 17 August 2021

Colin Lenton-Smith- Treasurer



Date: 4 September 2021

**Notes to Income and Expenditure Accounts
for the year ended 31 March 2021**

		Note			
1	Salaries Allocation	1	<u>2021</u>		<u>2020</u>
			£	£	£ £
	Music Therapists		38,520		35,414
	PAYE and National Insurance		9,172		7,189
	Nest payment		2,082		1,718
			<u>49,774</u>		<u>44,320</u>
2	Reserves	2	£	£	£ £
	Restricted reserves contingency B/Fwd		45,251		40,071
	Current Year Surplus		5,200		5,180
			<u>50,451</u>		<u>45,251</u>
	Unrestricted reserves B/Fwd		13,225		19,901
	Current Year Surplus / (Deficit)		(3,035)		(6,676)
			<u>10,190</u>		<u>13,225</u>
	Total Reserves C/Fwd		<u>60,641</u>		<u>58,476</u>

**The Ealing Music Therapy Project
Independent Examiner's Report
Accounts for year to 31 March 2021**

We have examined Income and Expenditure Account and the supporting information from the records.

In our opinion the financial statements give a true and fair view of the state of affairs of the private fund of The Ealing Music Therapy Project as at 31 March 2021, and of its surplus for the year ended on that date.



Bhanot & Co.
Registered Auditors
Chartered Accountants

Date: 10/8/21

THE EALING MUSIC THERAPY PROJECT

ACCOUNTS

YEAR ENDED 31 MARCH 2021

**The Ealing Music Therapy Project
Accounts for the Year to 31 March 2021**

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